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Resources Available to Member States for the Advancement of Women through Technical Co-operation Programmes of the United Nations System and through Programmes of Non-Governmental Organizations in Consultative Status.

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Part One contains information on United Nations technical cooperation programs which provide assistance on the request of the government concerned and are intended to help to prepare more people to contribute toward the progress of their countries by advising, showing, or teaching them or by giving them the opportunity to exchange and develop the information which they already have. Programs include services in the areas of human rights, social development, and public administration. Agencies providing additional relevant services are the International Labor Organization, the Food and Agriculture Organization, the Educational, Scientific and Cultural Organization, and Children's Fund. Part Two contains information on programs of non-governmental organizations in consultative status. Assistance includes advanced education, literacy training, home-making courses, civic and political education, and training for social services, nursing, secretarial work, and kindergarten teaching. Appendixes contain specific examples of United Nations and non-governmental projects and activities and suggestions for further reading. (JK)

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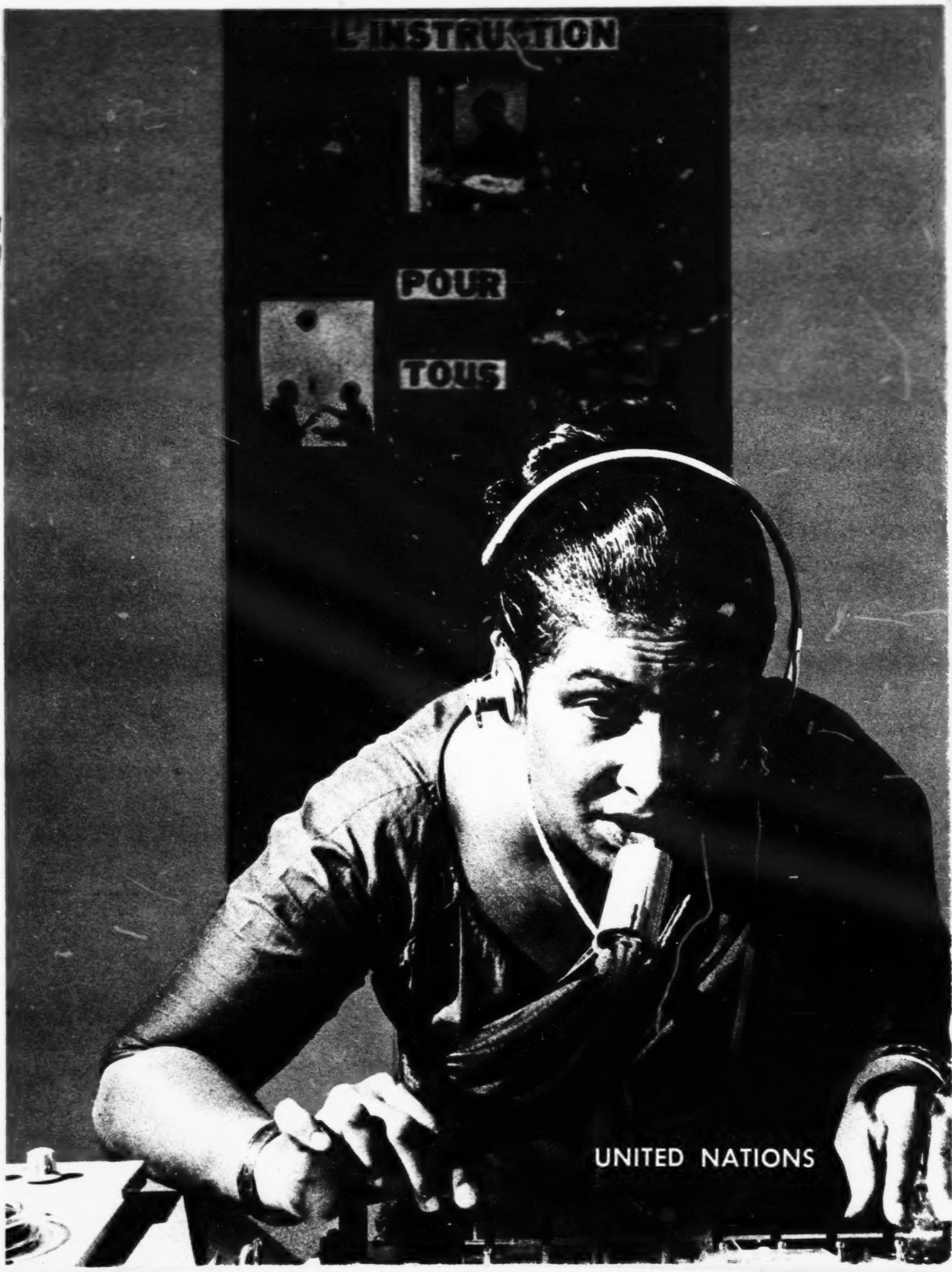

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United Nations
New York, 1966

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TABLE OF CONTENTS

Page

INTRODUCTION 1

I. TECHNICAL CO-OPERATION PROGRAMMES OF THE UNITED NATIONS FAMILY 5

1. The meaning of technical co-operation 5
   Basic objectives 5
   Assistance given 5

2. The United Nations Development Decade 6

3. The various technical co-operation programmes 7
   "Regular" programmes 7
   United Nations Development Programme (UNDP) 8
      (*a*) Expanded Programme of Technical Assistance (EPTA) 9
      (*b*) United Nations Special Fund 11
   Technical assistance on a payment basis (funds-in-trust) . . 13

4. Programmes of particular interest to women. 15
   A. United Nations Programmes 15
      Advisory services in the field of human rights 15
      Social development and welfare 16
      Public administration 19
      Opex 21
   B. Relevant activities of specialized agencies 22
      International Labour Organisation (ILO) 22
      Food and Agriculture Organization of the United Nations (FAO) 24
      United Nations Educational and Cultural Organization (UNESCO) 27
      World Health Organization (WHO) 30

Table of contents (*continued*)

Page

C. Relevant activities of Other United Nations agencies . . 31

United Nations Children's Fund (UNICEF) 31

United Nations Relief and Works Agency for Palestine Refugees (UNRWA) 33

United Nations Institute for Training and Research (UNITAR) 33

5. How assistance may be requested 35

II. PROGRAMMES OF NON-GOVERNMENTAL ORGANIZATIONS IN CONSULTATIVE STATUS 37

1. Forms of assistance offered 38

Financial assistance 38

Other forms of assistance 39

2. Fields in which assistance is given 39

3. Co-operation with the United Nations and its agencies . 40

ANNEXES

Annex I. Examples of projects of interest to women undertaken in recent years under programmes of technical co-operation within the United Nations system 43

Annex II. Examples of projects and activities of interest to women undertaken in recent years by non-governmental organizations in consultative status 58

Annex III. Suggestions for additional reading 81

The cover picture shows a UNESCO professor teaching English to civil servants in Cameroon.

This pamphlet is being issued at the request of the Commission on the Status of Women at its eighteenth session held in Teheran, Iran, in March 1965. In asking the Secretary-General to publish the pamphlet, the Commission also invited

> "All Member States of the United Nations, as well as all non-governmental organizations, to take advantage of this publication and to have it in mind in the formulation of plans and policies, with a view to effecting a more co-ordinated and integrated programme of United Nations assisted systems and government and non-governmental organization schemes for the advancement of women in their respective countries." [1]

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[1] *Official Records of the Economic and Social Council: Thirty-Ninth Session, Supplement No. 7*, paras. 142-147.

INTRODUCTION

On 7 December 1962, the United Nations General Assembly, in Resolution 1777 (XVII), called for a study on the possibility of establishing a long-term programme for the advancement of women, particularly in developing countries. It asked the Secretary-General " to study, in co-operation with Member States, the specialized agencies, the United Nations Children's Fund, and appropriate non-governmental organizations, the possibility of providing and developing new resources aimed especially at the initiation and implementation of a unified long-term programme for the advancement of women "; and " within the scope of the programme of advisory services in the field of human rights and the advisory social welfare services programme, to study especially the possibility of expanding the assistance which can be rendered, through seminars, fellowships and the services of experts, for the advancement of women in developing countries ".

In 1963, the Economic and Social Council and the Commission on the Status of Women agreed that the first step of such a study should be a review and evaluation of existing resources for the advancement of women. The Commission therefore requested the Secretary-General to provide it " with a summary statement of resources available to Member States for the advancement of women, if possible with illustrations, together with an explanation of how the desired assistance may be requested, to be based on information regularly available on all programmes in the United Nations system, and in the case of non-governmental organizations in consultative status, on information submitted by them ".

The report on which this pamphlet is based (E/CN.6/435/Add.5) was prepared by the Secretary-General in 1965 in response to this request. The Commission considered that the report, with the necessary revisions, should be printed as a sales publication " in order to effect a wider dissemination of the useful information " it contained.

The pamphlet is divided into two parts. Part I contains information on technical co-operation programmes of the United Nations family, with special emphasis on those which may be of interest from the point of view of the advancement of women. Part II contains information on programmes of various non-governmental organizations in consultative status. It is based exclusively on material furnished by such organizations.

It should be noted that United Nations assistance to advance the status of women is by no means limited to the types of technical co-operation described in this pamphlet. Such very important activities as the elaboration of international conventions, declarations, and other instruments relating to the status of women, the preparation of legal and other studies on conditions and problems of particular interest to women, and the adoption by various organs of the United Nations of resolutions addressing recommendations to Governments have not been included. They were considered to be beyond the scope of this report which, in accordance with the request of the Commission on the Status of Women, is focused principally on resources available for the advancement of women under programmes of a technical assistance nature.

In preparing the pamphlet, a broad interpretation has been given to the term "advancement of women" in the light of the information received from Governments, specialized agencies and non-governmental organizations, especially as regards the fields in which they thought that assistance for women might be most useful and the types of assistance which they considered would be most beneficial. It must be borne in mind that programmes designed to meet the special needs of women (*e.g.* nutrition, maternal and child welfare and urban and rural development), while very important in themselves, will not necessarily effect an improvement in their status. The Commission on the Status of Women has emphasized that a long-term programme for the advancement of women, if it is to be effective, must include measures designed to meet their needs, but care must be taken to ensure that these measures do, at the same time, lead to an improvement in their condition and status.

A basic problem, which has been pointed out in a subsequent report relating to the long-term programme for the advancement of women (E/CN.6/450 and Add.1-3), is the apparently low priority which many Governments feel able to accord requests for technical assistance aimed at advancing the status of women. Where resources are limited competition becomes an important factor, and, as UNESCO has noted "the authorities often have to make a heart-rending choice between the various projects for which they desire assistance. In the ensuing competition, activities of interest to women are often the losers".

In this connexion, it may be of interest to recall the recommendations which the Economic and Social Council addressed to Governments and also to non-governmental organizations in resolution 884 E (XXXIV) adopted in 1962. In that resolution the Council

> "*Recommends* to Governments of States Members of the United Nations and members of the specialized agencies that they make full use, for the purpose of promoting and advancing the status of women in developing countries, of the services presently available under the regular programme and the Expanded Programme of Technical Assistance, as well as of the advisory services programme

> in human rights and the advisory social welfare services, by requesting the advisory services of experts, by promoting the attendance at seminars and other meetings, and by taking advantage of the availability of fellowships and scholarships; "

and

> " *Urges* women's non-governmental organizations in consultative status to co-operate with the Secretary-General, by stimulating public opinion with regard to the programmes of the United Nations which contribute to the advancement of women and by supplementing the efforts of the United Nations on the international and national levels through the holding of regional, national or local seminars, including if possible in the future an international seminar, the provision of fellowships, scholarships and expert advice, and other related activities. "

In December 1963, the General Assembly unanimously adopted a resolution on the participation of women in national social and economic development (resolution 1920 (XVIII)) in which it specifically called the attention of Governments of Member States to " the importance of training women so as to enable them to participate fully in all phases of the planning and execution of national development programmes and to the contribution which non-governmental organizations can make in this respect ". It also invited Governments of States which are Members of the United Nations or the specialized agencies and non-governmental organizations within those States " to collaborate in making full use of the services available under the various technical assistance and advisory services programmes in order to promote the full participation of women in the planning and execution of national development programmes ".

Part I

TECHNICAL CO-OPERATION PROGRAMMES OF THE UNITED NATIONS FAMILY

1. The meaning of technical co-operation

All programmes of technical co-operation within the United Nations family are aimed primarily at raising the economic and social levels of the population as a whole, especially in the developing countries. Within this general framework, existing programmes of the United Nations, the specialized agencies and the United Nations Children's Fund already contribute in some measure to the advancement of women in various spheres.

BASIC OBJECTIVES

The basic objective of technical assistance programmes is to help to prepare more people to contribute towards the progress of their countries, either by advising them, showing them, teaching them, or giving them the opportunity to exchange and develop the information which they already have. The various programmes cannot construct a factory, or a school, or a hospital laboratory, but they can, at a Government's request, train the staff for these institutions, consult on technical problems, suggest work programmes, recommend and demonstrate equipment and, in every way required, help to improve methods. They cannot produce more food, or eradicate a disease, but they can mobilize the experience of those who have done so successfully. The programmes are built on the principle that almost every country, regardless of its stage of development, has a contribution to make to the economic and social growth of other countries. Rigid lines of demarcation are not drawn between the activities undertaken under different programmes. These tend rather to be mutually complementary and to reinforce one another.

ASSISTANCE GIVEN

Assistance is given only to Governments who ask for it and Governments are expected to establish their own priorities when submitting requests for aid.

The forms of assistance rendered under all programmes are substantially similar, and include: expert advice; training through the award of fellowships or scholarships, and the establishment of training institutes; and the exchange of information through seminars, workshops, study tours or other groups, generally on a regional basis.

Under most of the programmes, limited amounts of equipment may be provided for the purpose of demonstration, or the training of local personnel in modern methods and techniques — usually in connexion with an expert mission — although generally it is the responsibility of the recipient Government to provide such equipment and supplies. In the case of UNICEF, however, a large part of its assistance may be given in the form of supplies and equipment.

2. The United Nations Development Decade

On 19 December 1961, the General Assembly designated the nineteen sixties as the " United Nations Development Decade, in which Member States and their peoples will intensify their efforts to mobilize and sustain support for the measures required on the part of both developed and developing countries to accelerate progress towards self-sustaining growth of the economy of the individual nations and their social advancement " (Resolution 1710 (XVI)), and set as a specific objective of the Decade the achievement by 1970, of " a minimum rate of growth of aggregate national income of 5 per cent " in the developing countries.

At the request of the General Assembly in the same resolution, the Secretary-General submitted to the Economic and Social Council in 1962 proposals for the intensification of action in the fields of economic and social development,[1] outlining the following six major tasks to be accomplished during the Decade:

(*i*) the more systematic survey, development and utilization of physical and human resources in under-developed countries;

(*ii*) the formulation of true development plans providing for the maximum mobilization of domestic resources and the effective utilization of external assistance;

(*iii*) an improvement in the machinery of administration, in institutions and in production incentives in order to meet the new and increased demands arising from these development plans;

(*iv*) a redirection of science and technology to increase the attention given to specific problems of low-income countries;

(*v*) an increase, and subsequent more vigorous growth, of the export earnings of under-developed countries;

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[1] " United Nations Development Decade — Proposals for Action ", United Nations Publication, Sales No.: 62.II.B.2.

(*vi*) an increased and a more assured flow of capital on suitable terms to the under-developed countries.

Following the debate on the Secretary-General's report at its thirty-fourth session (1962), the Council, in resolution 916 (XXXIV), called upon Governments of Member States, United Nations bodies and specialized agencies, in the first years of the Development Decade, in addition to their endeavours in other fields to give particular consideration *inter alia* to:

> " 3. . . .
>
> (f) The development of human resources through adequate programmes for education and vocational training, nutrition, health, sound public administration, housing, urban and rural development, including community development and effective land reform, with particular emphasis on their contribution to over-all development objectives and with the co-operation where appropriate of trade unions and other non-governmental organizations in consultative status."

This recommendation has been reflected in the increased rate of training and of assistance to training institutions of all kinds, which are now turning out thousands of teachers, doctors, nurses, technicians, skilled workers, managers and administrators. Another major emphasis of the United Nations during the Development Decade has been on assisting countries in planning for national development.

3. The various technical co-operation programmes

Broadly speaking, technical assistance is available to Governments which request it under the " regular " programmes of the United Nations and of some of the specialized agencies, under programmes of other agencies such as UNICEF and UNRWA, and under the United Nations Development Programme (UNDP). The latter is the largest and most comprehensive of all the technical co-operation programmes and many organizations within the United Nations system participate in it. Its component parts consist of the Expanded Programme of Technical Assistance and the United Nations Special Fund which, until 1 January 1966, were administered as separate programmes. These various programmes are described below.

" REGULAR " PROGRAMMES OF TECHNICAL ASSISTANCE AND ADVISORY SERVICES

The " regular " programmes of technical assistance and advisory services of the United Nations, which are financed under the regular United Nations budget, were established under a series of General Assembly resolutions dating back to 1946, and covering the following subjects: social welfare (resolutions 52 (I) of 14 December 1946, and 418 (V) of

1 December 1950); economic development (resolution 200 (III) of 4 December 1948); public administration (resolution 723 (VIII) of 23 October 1953); human rights (resolution 926 (X) of 14 December 1955); and narcotics control (resolution 1395 (XIV) of 20 November 1959). In 1958, the General Assembly established a programme aimed at providing operational, executive and administrative personnel (OPEX) as a supplement to its existing activities in the field of public administration (resolution 1256 (XIII) of 14 November 1958). The regular programmes that are of particular interest to women are those dealing with human rights, social welfare and public administration. These are described in Chapter 4, Section A.

Several of the specialized agencies (especially the ILO, UNESCO, FAO and WHO), through their concern with the economic and social development of all peoples, contribute to the advancement of women, and some agencies have carried out and are planning projects specifically designed to improve the condition of women. Each of the agencies cited above carries out projects under its own regular budget, and participates in the United Nations Development Programme. A description of the aims and of the particular types of assistance furnished by individual agencies is given in Chapter 4, Section B.

THE UNITED NATIONS DEVELOPMENT PROGRAMME (UNDP)

The United Nations Development Programme, which came into being on 1 January 1966, functions under the authority of the Economic and Social Council and the General Assembly. By its adoption of resolution 2029 (XX) (sometimes referred to as the " Mobilizing for Progress Resolution "), the General Assembly created the United Nations Development Programme, consolidating thereby the Expanded Programme of Technical Assistance (EPTA) established in 1949 and the Special Fund which dates from 1958. It was the Assembly's view that such a consolidation would go a long way towards streamlining the activities formerly carried on separately and jointly by the two programmes, and would facilitate over-all planning and needed co-ordination of the several types of technical co-operation carried on within the United Nations system of organizations. Thus, the new programme, while maintaining the special characteristics and operations of its predecessors, is intended to reinforce their effectiveness through unified policy direction, unified headquarters management and unified field facilities. The special characteristics of each part of what the Secretary-General has termed this " dynamic and creative new partnership for progress " are maintained under the new consolidated programme. Today, in partnership with the Governments of 150 developing countries and territories and 12 agencies of the United Nations family, the United Nations Development Programme is carrying out a wide range of important technical assistance activities and major pre-investment undertakings.

Consideration and approval of projects and programmes and allocation of funds for the UNDP as a whole, as well as general policy guidance and direction for the UNDP and the United Nations Regular Programme of Technical Assistance, are the responsibility of the Governing Council of the UNDP. Nineteen of the thirty-seven seats of that Council must be filled by developing countries, seventeen by economically more developed countries, and one seat rotates among groups of countries.

The programmes are co-ordinated by an advisory committee known as the Inter-Agency Consultative Board of the United Nations Development Programme. Its membership includes the United Nations Secretary-General and the executive heads of the specialized agencies and of the International Atomic Energy Agency or their representatives.

The UNDP is financed by voluntary contributions of Governments pledged annually at a conference specially convened for that purpose. The two component parts of the programme still maintain separate funds and, as hitherto, the voluntary contributions of Governments may be pledged to each part separately. Such contributions may not be made subject to limitations as to the agency, country or project for which they are to be used, but are pooled for use in accordance with the global needs of the Programme. More than half of the total programme costs are borne by the Governments receiving assistance.

Current UNDP activities include some 3,000 projects ranging in cost from a few thousand dollars to several million dollars each, and in duration from a few weeks to many years. Field personnel, both administrative and technical, are drawn from both emerging and industrialized nations.

The Organizations within the United Nations system which participate in the United Nations Development Programme are the United Nations, the International Labour Organisation, the Food and Agriculture Organization, the United Nations Educational, Scientific and Cultural Organization, the World Health Organization, the International Bank for Reconstruction and Development, the International Civil Aviation Organization, the International Telecommunication Union, the World Meteorological Organization, the International Atomic Energy Agency, the Universal Postal Union and the Inter-Governmental Maritime Consultative Organization. These organizations take full operating responsibility for the projects which fall within their specific areas of competence.

(*a*) *Expanded Programme of Technical Assistance*

The Expanded Programme of Technical Assistance, now a component part of the United Nations Development Programme, was first established under resolutions of the Economic and Social Council and of the General

Students being taught to read by radio in Colombia by Father Joaquin Salcedo and UNESCO experts

Assembly adopted in 1949 (Resolutions 222 (IX) of the Economic and Social Council and 304 (IV) of the General Assembly). Under this programme, technical assistance has been and continues to be furnished in the following broad fields: economic and industrial development; statistics;

public administration; social development; manpower organization (vocational training); co-operation; handicrafts and small-scale industries; social security; management development and productivity; rural development; labour conditions and administration; land and water development; plant production and protection; animal production and health; rural institutions and services; fisheries; nutrition and home economics; forestry and forest products; agricultural economics; education; scientific research and training; communications and information; civil aviation; public health services; communicable diseases; medical and allied education and training; meteorology; telecommunications; peaceful uses of atomic energy; postal administration and services and maritime safety.

During the first sixteen years of its operation, approximately 60 per cent of all expanded programme funds were used for the provision of some 15,000 experts to assist 140 countries and territories throughout the world. Experts may be assigned individually or in teams and have various functions. They advise Governments on administrative or technical problems; organize demonstration or pilot projects; help to establish educational or training institutes and perhaps, undertake instructional duties; organize other forms of group training; or perform operational functions with executive responsibilities.

During the same period 34,200 fellowships were awarded to nationals of some 160 countries and territories. Fellowships are given primarily to train men and women at the professional, supervisory or management levels and preference is given to candidates who have already attained a position of responsibility in the life of their countries, and who will be able to apply their knowledge in established jobs when they return home. Candidates must be nominated by their Governments, but final selection of fellows and arrangements for their placement are made by the United Nations or specialized agency concerned.

Since its inception until the end of 1965, the expanded programme has provided technical assistance, amounting to $507 million. Some 2,500 projects are included in the current programmes for 1965-66 at a cost of $98 million.

(*b*) *United Nations Special Fund*

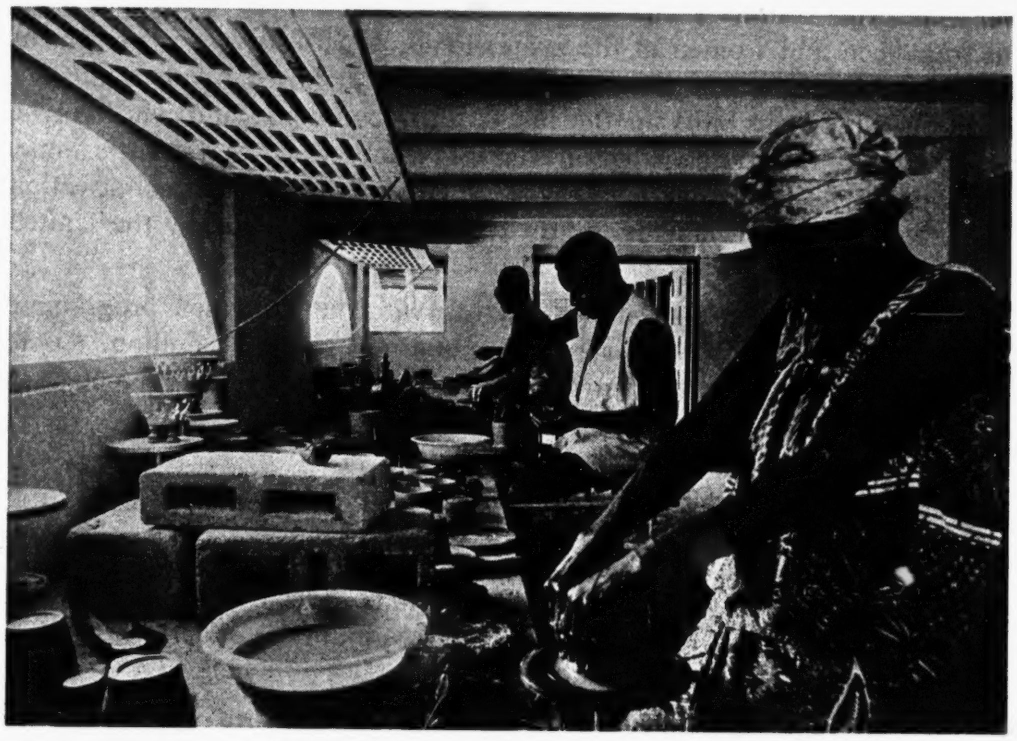
The United Nations Special Fund, also now a component part of the United Nations Development Programme, was established in 1958 under Resolution 1240 (XII) of the General Assembly to undertake projects of a pre-investment nature.

Criteria and principles for the Fund were established by the General Assembly which directed that Special Fund projects should be: selected to meet urgent needs; capable of producing early and substantial results; integrated with national development programmes; designed for earliest possible transfer of responsibility to the developing countries; and co-ordinated with other multilateral and bilateral programmes.

The Fund seeks to raise the productive capacity of developing nations by demonstrating where investment is feasible, and by creating conditions to make it more fruitful. It produces factual data upon which domestic and outside investors can rely for guidance. It also helps to build institutions and skills essential to self-sustaining economic growth and social advance.

The budget for the Special Fund has more than trebled since the Fund was established in 1958. Contributions pledged for 1966 amounted to $98.6 million. An essential working principle of the Fund has been that the recipient Governments should themselves make a substantial contribution to the implementation of projects. Thus, of the $1,565 million total approved to date for assistance to 657 pre-investment projects, $921 million is being contributed by the recipient Governments themselves.

Special Fund assistance has been given to provide international experts, fellowships for advanced study abroad, and equipment, materials and special services unavailable in the recipient country, but essential to the achievement of the purposes of a particular project. In 1965, over



Trainees at the National Centre for Ceramic Handicrafts in Dahomey, started in 1956 with assistance from the International Labour Organization

2,500 experts, $17 million worth of project equipment and some 600 fellowships were provided.

The specific areas of Special Fund activity include assistance to Governments: (1) in carrying out surveys and investigations to demonstrate the feasibility of investment in the development of natural resources, agriculture and industry, including power and transport; (2) in establishing and strengthening institutes of applied research to raise productivity, to expand the utilization of local materials and products, and to disseminate technical information which will promote economic diversification and increased output, efficiency, employment and investment; (3) in helping to develop human resources through advanced education and technical training; (4) in the improvement of development planning and implementation through regional and national institutes which provide courses to up-grade the capacities of those responsible for the preparation, evaluation and implementation of development programmes and provide research and advisory services in the field of development planning.

Many of the projects assisted by the Special Fund contain strong elements of training, including fellowships for foreign study, and over 40 per cent of the Special Fund's resources is devoted to projects having education and training as their main objectives. Assistance in various kinds of training has been given, including engineering, industrial management, vocational training, teacher training, civil aviation and telecommunications.

Advanced education and training programmes assisted by the Special Fund are open to women as well as men. Women are, for example, enrolled in civil aviation and engineering courses, as well as in teacher training and development planning projects. They are also actively engaged in a number of Fund assisted applied research institutes.

The Special Fund has recognized that the existence of a substantial proportion of illiterate adults in the manpower potential in a given country can be a bottleneck to its economic development. It indicated recently that it would give favourable consideration to requests for pilot projects involving work-oriented adult literacy training schemes closely associated with industrial and agricultural vocational training, extension services and home economics programmes for women. The Governing Council of the UNDP has to date approved five pilot functional literacy projects — in Algeria, Ecuador, Iran, Mali and the United Republic of Tanzania — to be carried out within the Special Fund sector.

TECHNICAL ASSISTANCE ON A PAYMENT BASIS (FUNDS-IN-TRUST)

A significant and interesting development in recent years has been the expansion of technical assistance on a payment basis, frequently referred to as "funds-in-trust" arrangements. Broadly speaking, these projects fall into two groups: those which are financed by the recipient countries themselves; and those which are financed by donor Governments, and, in some instances, by non-governmental organizations. The Government, or non-governmental organization, deposits funds-in-trust with the United Nations or other agency concerned to cover the *entire* anticipated cost of the project (as distinct from certain local costs which Governments normally assume under other technical assistance programmes). The contributions can be earmarked for a specific project, or can form part of a general fund to finance assistance in some particular field in which the contributor may be interested.

The United Nations family of organizations has steadily been increasing the scale of its activities of this kind. In 1964, sixty-four countries and territories received $8.9 million in assistance, as compared with twenty-nine countries which received $1.8 million in 1961. One of the largest items of assistance financed by sources other than the recipient Governments themselves has been the Freedom-from-Hunger Campaign of the Food and Agriculture Organization. In 1965, the figure for assistance under Funds-in-Trust arrangements and the Freedom-from-Hunger Campaign reached $14.3 million and 71 countries and territories benefited from assistance of this kind.

Chile, Iran, Libya, Nigeria, Saudi Arabia and Venezuela are among the recipient countries which, to date, have had the largest programmes of assistance on a payment basis from the United Nations and its agencies. The projects undertaken include housing, and town planning, community development, technical training, public health, and education in Saudi Arabia; agriculture, housing, social welfare, and nurses training in Libya; training of various kinds in Venezuela; and technical education and economic planning in Iran.

An example of particular interest to women is the arrangements made in connexion with the Community Education Training Centre in Fiji, which are described below in Annex I. An example in another field for particular interest to women is the assistance rendered by the Swedish Government for the education and vocational training of girls and women in Africa under an arrangement with UNESCO to provide funds-in-trust. Particulars of this project are also given in Annex I.

A more recent development is the construction of a training centre for women in the highlands of New Guinea (Australia) which is being financed under funds-in-trust deposited with the United Nations by the United Church Women's Organization of the United States of America.

The Economic and Social Council, acting on a recommendation of the Commission on the Status of Women at its eighteenth session in 1965, called the attention of Member States and interested bodies to the possibility of funds-in-trust arrangements which might be utilized for the advancement of women (Resolution 1068 E (XXXIX)). In 1966 the Commission recommended that the Economic and Social Council request the Secertary-General to initiate preliminary studies on: "the possibility of establishing a fund to finance a unified long-term programme for the advancement of women to which industrial and business concerns, non-governmental organizations, foundations and individuals may be invited to contribute; the possibility of using such a fund, together with resources available within the United Nations framework of technical assistance and development, to establish a scheme of loans to Governments to assist national programmes for the advancement of women ".

4. Programmes of particular interest to women

A. United Nations Programmes

Advisory services in the field of human rights

The programme of advisory services in human rights, which is the only United Nations programme expressly concerned with the status of women, as an aspect of human rights, has developed along somewhat different lines from the programmes already mentioned. It is financed and administered solely under the regular budget of the United Nations. The total funds currently available for the whole human rights programme are $220,000 annually.

This programme was initiated in 1956 under General Assembly resolution 926 (X). Prior to the adoption of this resolution, the General Assembly, on the recommendation of the Economic and Social Council and of the Commission on the Status of Women had authorized the Secretary-General, in October 1953, to render, at the request of Member States, services which did not fall within the scope of existing technical assistance programmes, in order to assist these States in promoting and safeguarding women's rights (resolution 729 (VIII)).

Resolution 926 (X) is applicable to the whole field of human rights, including the status of women, provided that adequate assistance is not already available through a specialized agency, and that the subject does not fall within the scope of existing technical assistance programmes. The main forms of assistance authorized by the resolution are: the provision of experts; the award of fellowships; and the organization of seminars.

Requests have been received for each form of assistance to promote the advancement of women, although the main emphasis has been on the organization of regional seminars and, more recently, also on the award of fellowships.

Very few requests for the services of experts in the human rights field have been received. One of these, however, was a request from the Government of Pakistan for the services of an expert to give advice on measures for increasing the effective participation of women in social and political life. The Government commented that the report of this expert " was of great help to the Government of Pakistan, which accepted a number of the suggestions made ".

Human rights seminars are organized for the purpose of bringing together key people within a region to exchange ideas and, through their leadership, to encourage greater awareness of problems of human rights and of different methods of dealing with such problems. Seminars under this programme are now organized on the basis of approximately three a year, one being devoted to some aspect of the status of women. Two main topics relating to the status of women have been held under the advisory services programme since 1957: one on " the participation of women in public life ", and the other on " the status of women in family law ", making a total of eight seminars relating to the status of women to date. In addition to this, the Economic and Social Council, on the recommendation of the Commission on the Status of Women, recently initiated a new series of annual seminars on the civic and political education of women (Resolution 1067 A (XXXIX)). These seminars, the first of which will be held in 1967, are to be somewhat different in character since each one will be " in the nature of a demonstration or pilot project which can be adapted and used for follow-up projects at the national and local levels to equip women for more effective service to their countries. "

Increasing interest in the award of human rights fellowships is being shown by Governments, although the number of women candidates nominated by them has been relatively small. The areas of study of fellows appointed in recent years have included the following: the drafting and implementation of legislation relating to the protection of the child and the family, the status of women in family law; a comparative study of the status of women in Moslem law; civic activities of women; participation of women in public life; equal employment opportunities for women; legal aid and assistance with particular reference to the application of these techniques to the improvement of the status of women; the role of women's bureaux and related government offices in furthering the status of women through legislative and other means.

Social development and welfare

The programme of advisory social welfare services, initiated in 1946, was put on a continuing basis in 1950 under General Assembly resolution 418 (V). In that resolution the General Assembly authorized the Secretary-General, subject to the directions of the Economic and Social

Council, to make provision for certain social welfare services and functions. Assistance is rendered under both the Regular and the United Nations Development Programmes.

As the social welfare programme has evolved, increasing emphasis has been placed on social development generally, and, in particular, on the relationship of social and economic policy and methods of achieving the integration of social and economic development. The assistance given has included regional meetings on the problems of social planning in the context of over-all social and economic development planning, the organization of study tours for economic and social planners, short courses arranged at the regional development institutes for senior government officials concerned with the social aspects of development, and the provision of experts to advise individual countries on social policy and development.

The activities currently carried out under the social development and welfare programme are all of considerable interest to women. In addition to problems of social development in general, they relate to population, community development, housing, social services and training in these social fields. It may be noted that the General Assembly, in resolution 1920 (XVIII) recognized " the contribution of women to national social development programmes, particularly those relating to community development and social welfare, and the importance of such programmes to the advancement of women in general ".

An increasing number of requests for assistance in social services is being received, especially in the development of training programmes for various types of social welfare personnel. Several countries have also requested social welfare advisers to assist them in planning and organizing more comprehensive programmes of national social services. Some have asked for social welfare research advisers to assist in undertaking practical research, which would enable countries to determine needs and provide services on a more scientific basis. Other Governments have requested help in developing programmes of social services in the area of family, youth and child welfare. In 1964, for example, twenty-three countries received advisory assistance in this field, and at the same time material aid from UNICEF which together are helping them to implement social goals. Many of these projects place emphasis on the development of community services to help mothers make the difficult adjustment to urban life and to prepare their children for the new ways of living.

Community development has increasingly come to be recognized as an important instrument in helping people to change their outlook and aspirations and to improve their economic and social levels of living. As defined for United Nations purposes, " community development " refers to " the processes by which the efforts of the people themselves are united with those of governmental authorities to improve the econo-

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mic, social and cultural conditions of communities, to integrate these communities into the life of the nation and to enable them to contribute fully to national progress ". Thus, there are generally three essential elements in every community development programme: (1) the people of the community are encouraged to rely as much as possible on their own initiative and efforts and to act through their own organizations and institutions; (2) technical and material assistance is provided by the Government to supplement and support those efforts; (3) the local efforts are, so far as possible, related to national policies and programmes.

The growing recognition of community development as a means of bringing about economic and social improvement has led to the submission of an increasing number of requests to the United Nations for the services of experts to formulate and implement community development programmes or to undertake specific responsibility, such as training, special projects for women, youth work, public works, public administration and land settlement, within these programmes.

Community development programmes are planned to benefit the community as a whole. However, by their nature, these programmes, in attempting to involve the individual in group determination and action, often contribute to advancing the status of women in the community. Thus, the initiation of a community development programme frequently leads to a change in attitude with respect to the role of women and facilitates their access to and participation in educational programmes and activities both in and out of school. In some countries the efforts of women to improve particular aspects of community life have led to full-scale community development programmes. There are also instances in which women, through and as a result of the community development process, have been accorded representation in their own right in local organizations and institutions. Advisers have been provided by the United Nations to three countries to promote women's activities within community development programmes.

The need to encourage women to participate in community development programmes has been recognized by the General Assembly (*e.g.* resolution 1162 (XIX)); by the Social Commission (*e.g.* United Nations document E/3769, para. 58); and by the Group of Experts appointed in 1963 to advise the Secretary-General on certain broad issues arising out of community development programmes and activities (United Nations publication, " Community Development and National Development ", Sales No. 64.IV.2, Paras. 117-125).

Although the funds available for technical assistance in the social field have increased substantially since 1960, the requests of Governments for assistance continue to exceed available resources.

It may be noted that the Secretary-General, in drawing the attention of the Social Commission at its fifteenth session (1963) to the terms of General Assembly resolution 1777 (XVII) on United Nations assistance for the advancement of women, stated as follows: " The Secretary-General, cognizant of the important role which women must play in the advancement of the less developed countries, and having given attention to the important role which women should play in community development activities, is keeping this resolution in mind when providing guidance and direction in the establishment of development programmes and in evaluating requests for technical assistance under the advisory social welfare services programmes.

Public administration

The General Assembly first recognized the need for making technical assistance in public administration available to the developing countries in 1948 (resolution 246 (III)), and for several years the provision of experts and fellowships in public administration was financed under the regular United Nations budget. In 1951, the General Assembly placed this assistance on a continuing basis and authorized the use of the funds of the Expanded Programme of Technical Assistance for providing additional assistance to Governments in this field.

In 1953 the General Assembly, after again reviewing the scope of its assistance in public administration, expressly recognized the increasingly important role of governmental administration in programmes for the promotion of economic and social development. Its resolution 723 (VIII) embodied a revised programme of technical assistance in public administration under two main heads, namely, (*a*) the provision of advisory experts, fellowships and scholarships, the support of training institutes, seminars and conferences, the provision of technical publications and (*b*) the collection, analysis and exchange of information in the field of public administration in collaboration with such institutions as the International Institute of Administrative Sciences. In addition to providing an enlarged allocation under the regular budget for this purpose, the resolution reaffirmed the use of funds from the Expanded Programme of Technical Assistance.

United Nations assistance in public administration deals, *inter alia,* with the central administration of government, including organization and methods; personnel administration; administrative aspects of development planning; budgetary and financial administration; purchasing, store, material, and records management; and general training of government personnel; and decentralized government operations, including the deconcentration of administrative operations to area and field offices; the devolution of functions on regional and local authorities; and the relations of central government to autonomous enterprises.

Since the programme was established, assistance has been provided to a number of national and regional training institutions, some of which were initiated under the United Nations programme. An important feature of the programme has been the award of fellowships, especially to train the staff of training centres and other central agencies for the improvement of public administration. Experts have been provided to serve as teachers and members of the directional staff in training institutions and to make surveys and recommendations on general or specific problems of public administration.

Relatively few women offer their candidacy for expert posts in public administration, and their recruitment and selection as experts tends to be further circumscribed by the extent to which Governments actually utilize women in the public services. In the last ten years the total number of women who have served as experts in the field of public administration is six. In the last five years the nomination by Governments of women for fellowships in public administration averages only 2 per cent of the total nominations made. However, women benefit from technical assistance in public administration to the extent that they participate in national training programmes or are affected by services that are improved as a result of United Nations assistance.

United Nations activities in the field of public administration have increased substantially in recent years, and the number of requests for the services of experts and for fellowships has grown. In addition, regional and interregional efforts have been stepped up to support the work of experts, and to suggest alternative solutions, based on comparative study, for the administrative problems faced by developing countries. New emphasis is being placed on the use of Special Fund assistance to develop central agencies and institutions for the improvement of national and local administration.

The current trend in the public administration programme is towards research and assistance in three main fields, all directed towards the building of institutions for development. First, urgent measures are required for the development of effective civil service systems and training schemes for personnel at all levels. Secondly, special emphasis is being given to the administrative requirements of development planning in order to accelerate achievement of development goals. Thirdly, materials are being assembled and assistance provided in methods of improving regional and local administration. Improvement of local government and other institutions for participation of the citizenry in local administration can contribute substantially to increasing the contribution of women to community betterment.

The expenditure on technical assistance activities in public administration (excluding OPEX) was $ 2,470,290 in 1965. This includes Special Fund support for institutes of public administration in four countries as well as technical assistance expenditure under the Regular and Expanded Programmes.

Opex

A new phase of the programme of technical assistance in public administration, namely, the provision of operational, executive and administrative personnel (OPEX) was initiated by the General Assembly in 1959 (resolution 1256 (XIII)) and, after an experimental period, placed on a continuing basis in 1960 (resolution 1530 (XV)).

This supplement to existing forms of technical assistance in public administration was developed in response to the expressed desire of a number of Governments of developing countries to obtain the provision of operational, executive and administrative personnel to fill important posts for which qualified nationals were lacking. Under OPEX arrangements, in response to the requests of Governments, the United Nations recruits personnel for appointments, each with the particular Government's approval, to posts of an operational, executive and administrative character, in the public services of the Government concerned. That Government contributes to such an appointment by paying the local salary applicable to the post, and the United Nations supplements the local salary by whatever is necessary to bring the total remuneration of the post into line with the accepted international level. An express provision of each assignment is that the OPEX appointee shall train his national successor to take over from him as rapidly as possible.

The nature of OPEX assignments, in which public administration aspects are allied with the technical aspects of virtually every other field in which technical assistance is given, has led to requests for assistance to fill posts of an operational, executive, administrative or managerial kind in such widely diversified fields as agriculture, fisheries, forestry, banking, public finance, taxation, economic planning and development, power development, natural resources development, trade promotion, tourism, industrial undertakings, meteorology, telecommunications, radio and broadcasting, civil service organization, pensions, statistics, transport and communications, civil aviation, public health, social security, community development and social welfare. In the last-named field, two OPEX appointments of women have been made to UNICEF — assisted projects dealing with maternal and child welfare and social welfare training.

Initially, the programme was financed with an annual allocation of $ 200,000 from the regular budget, but after the programme was placed on a continuing basis in 1960, the allocation was raised to $ 850,000, beginning in 1961. In 1964, however, the separate allocations under the regular budget in respect of technical assistance for economic development, social welfare and public administration (including OPEX) were merged into a single allocation now at the level of $ 6.4 million annually. Requests for OPEX assistance under the regular budget are now placed by Governments within their over-all priorities for all technical assistance, subject to the available resources. 1965 expenditures totalled approximately $ 700,000.

In 1963, the General Assembly recognized that the demand for OPEX assistance was increasing and that a substantial number of the posts filled so far were within the fields of competence normally belonging to the specialized agencies. It therefore, upon a recommendation of the Economic and Social Council, authorized the use of expanded programme funds, experimentally for the years 1964-1966, for the provision of operational personnel by all the participating organizations. A proposal to continue the use of funds of the Expanded Programme (now part of the United Nations Development Programme) for this purpose will be submitted to the General Assembly at its twenty-first session.

B. Relevant activities of the specialized agencies

International Labour Organisation (ILO)

The International Labour Organisation (ILO), which has been in existence for almost fifty years, works for the establishment of universal and lasting peace through the promotion of social justice, and for the improvement of labour conditions and living standards. It brings together representatives of workers, employers and Governments, who join in determining its policies and supervising its activities. The main types or forms of assistance available under existing ILO programmes which have a bearing on the advancement of women consist of expert services, fellowships, seminars, training institutes, study courses, research and information, and the development and control of the application of international labour standards.

A growing number of the ILO's technical co-operation projects concern women directly or indirectly, although it has been observed that most of the projects benefit men more than women, particularly in the field of vocational training, where basic training is often needed for trades in which women are not employed. However, ILO policy on the vocational guidance, training and employment of women has always been based on the principle of equal opportunity for both sexes. The ILO's technical co-operation activities in Latin America, Asia, Africa and the Near and Middle East are very largely centred on helping Governments to build up vocational training facilities, and a number of the country projects are of particular interest to women; for example, those concerned with the development of vocational training for secretarial and clerical employment and other types of office work. There are now clerical training projects in almost every African country. Certain projects directed towards training people for the hotel and catering industry, such as the project in Nigeria, and for the communications industry, include girls as well as boys amongst the trainees. In Latin America, several training projects are preparing girls for dressmaking and tailoring (Chile, for example) and for the clothing industry (Colombia, for example).

As a general principle, ILO's technical assistance projects cover women in the same way as men and within the same general framework. ILO has recognized, however, that there is a particular need to help women to catch up in the development process and to this end to foster the progress of women's education, vocational guidance and vocational training in order to raise their status as workers and to promote wider employment opportunities and equality of opportunity and treatment for them in the world of work. A good many of the ILO's technical co-operation projects in the field of social security include advice on the development of maternity protection. Moreover, projects directed towards the establishment of minimum wage machinery or the protection of wages are often of special interest to girls and women.

Women are eligible for ILO fellowships on the same basis as men provided they have the necessary qualifications and provided the Governments put forward their candidatures. The same is true of the participation of women in international or regional seminars or study tours organized under ILO auspices to examine and exchange views about such subjects as vocational training, social security and labour inspection.

Research and information work establish the basis both for technical co-operation work and for standard-setting activities. Thus, study of the problems of women workers in a changing world led to the adoption by the International Labour Conference in 1965 of the Recommendation on the Employment of Women with Family Responsibilities; and study of the problems of girls and women in North African countries led to the development of pre-vocational and vocational training projects for girls and young women.

The development and control of the application of international labour standards is also a means of advancing the status of women in ILO member countries. The standards of special interest to women developed since 1919 have a very substantial, direct and tangible impact on the status of women in the economic and social field and on the evolution of social policy relating to the employment of women throughout the world. These standards relate to equal remuneration for work of equal value (Convention 100), non-discrimination in employment and occupation (Convention 111), maternity protection (Conventions 3, 102, and 103), night work (Conventions 4, 41 and 89) and underground work in mines (Convention 45). The Conventions referred to have been supplemented by a number of Recommendations on the same subjects and there are also Recommendations on other subjects, such as that relating to the protection of women against ionising radiation (R. 114) and that concerning the employment of women with family responsibilities. Follow-up of the application of these standards is an important continuing activity of the ILO, performed through the special machinery established by the Organisation for this purpose.

These are the main types of assistance available to advance the status of women in fields of ILO concern. In addition, the International Institute for Labour Studies holds study courses and seminars for which women are eligible on a footing of equality with men.

Food and Agriculture Organization of the United Nations (FAO)

The over-all aims of FAO, as defined by its Charter, are : (1) to help raise levels of nutrition and standards of living; (2) to secure improvements in the efficiency of the production and distribution of food and agricultural products; (3) to better the conditions of rural populations.

Within the United Nations family, FAO is responsible, *inter alia,* for the development of home economics — a programme directed largely, though not exclusively, to women, since it is FAO's view that whenever appropriate, home economics programmes should be oriented toward the family and the community rather than to individuals of the female sex only.

Experience has shown that home economics programmes are most successful when they form an integral part of a broad pattern of activities, including home and family, farm and community life.

Women's traditional rôle is one of responsibilities for the home. Women are not only responsible for providing for the physical needs of the family but also for providing environmental conditions conducive to the optimum development and general well-being of all members of the household. Therefore, home economics programmes must include a wide range of subjects and activities — *e.g.*, food selection, production, preservation and utilisation; care of children, including appropriate feeding of infants and the pre-school child; housing, home improvement, and the selection and maintenance of household equipment; hygiene and sanitation in the home; clothing and textiles; the management of family resources, budgeting, and consumer education. Since a large proportion of families in developing countries live in rural areas and depend for their living on agriculture, home economics also must give attention to home and kitchen gardening, poultry and small animal raising, the efficient use of time and labour resources and technical skills in the home and on the farm.

Home economics activities are seldom self-contained; but more often they form a part or an element of broader programmes in education, agriculture, social welfare and community development, sometimes also in health, depending on the administrative structure of the country or community, and on its given or potential resources. This calls for an interdisciplinary approach, and for close consultation. Co-operation and team work is essential especially at the " frontline " level, between home economics on the one hand, and social service and community development workers, teachers, and agriculture extension agents, on the other.

In FAO's experience, one of the greatest and most urgent needs in strengthening home economics programmes is in the field of education and training. This may involve professional training of home economists at various levels, or introducing home economics content into the training programmes for workers in related disciplines (*e.g.*, agriculturists, social workers, and teachers), and into the curricula of formal school education, adult education and pre-vocational training (*e.g.*, functional literacy programmes, programmes for early school-leavers or " dropouts ") and in youth programmes in general. Workshops, seminars and short courses in home economics also fulfil a useful rôle in this respect.

In many countries technical services are still inadequate to meet the growing needs of families. An important function of FAO is to assist governments in planning, organizing and expanding services in home economics.

FAO home economist and her assistant show women in the United Arab Republic the correct method of preparing milk formula for infants

It should be emphasized that by promoting the rôle of women in the home and community and by supporting training programmes which prepare women to carry out their rôles more effectively, home economics is making an important contribution not only to over-all economic and social development, but, at least indirectly, also to the advancement of women.

FAO assistance to member Governments in the field of home economics may be provided through expert advice and guidance, the provision of fellowships, the organization of seminars, workshops or symposia at national, sub-regional or regional level, the promotion of study and research on matters related to the family and the home.

Examples of home economics programmes assisted by FAO currently in operation in various regions of the world are: the South Pacific home economics training center established for training personnel in the region serviced by the South Pacific Commission; departments of home economics developed within the framework of universities in Cairo (U.A.R.) and in Caldas (Colombia); intermediate and supervisory-level training for rural home economics extension workers initiated in Senegal with co-operation from ILO and the Special Fund; and the rural home economics training centre in Tanzania, supported by Swedish FFHC funds.

United Nations Educational, Scientific and Cultural Organization (UNESCO)

The United Nations Educational, Scientific and Cultural Organization (UNESCO) promotes collaboration among nations through education, science and culture in order to further universal respect for justice, for the rule of law, and for the human rights and fundamental freedoms which are affirmed by the United Nations Charter. It seeks to achieve this aim by collaborating in the work of advancing mutual knowledge and understanding of people through all means of mass communication, by giving fresh stimuli to popular education and to the spread of culture, and by increasing and diffusing knowledge. It has a wide range of technical assistance and other activities of benefit to women. It has, for example, already provided a large number of Governments with the services of experts in fields such as the preparation of textbooks for adults, literacy education, agricultural education, production of vernacular language literature, women's education and rural handicrafts instruction.

Over the years the assistance provided by UNESCO has been marked by a tendency to move from isolated individual activities to larger projects carefully planned in the context of broad long-range educational development programmes. Thus, the Director-General of UNESCO, convinced that both developed and developing countries will not be able to solve their problems unless they " reflect anew on the social, moral, economic and even political role of women ", has prepared for the 14th session of the UNESCO General Conference a draft long-term programme whose main objectives will be to ensure, in co-operation with the United Nations and the appropriate specialized agencies, the advancement of women through access to education, science and culture.

The three main objectives are: to ensure the steady advance of the movement based on the ideals of the Universal Declaration of Human Rights; to increase educational opportunities for women; to ensure that women play a greater part in the work of UNESCO.

The structure of the proposed programme is as follows: (*i*) During the next two years UNESCO will intensify its efforts to develop education for girls and women, this increased action taking practical form in respect of the major priorities: the elaboration of a general educational development policy in the various countries, educational planning and administration, training and in-service instruction for teachers, literacy work and adult education; (*ii*) Over a ten-year period, UNESCO will pay special attention to the access of girls and women to scientific and technical studies and careers, so that an increasing number of them may make an effective and tangible contribution to the progress of science and technology; (*iii*) In 1969, UNESCO will submit to the United Nations Commission on the Status of Women a comprehensive report on the experience and results obtained in the preceding two years, including the general progress of education for women and the obstacles that have still to be overcome, and the access of women to culture and science.

In this three-stage programme, all the ways and means available to UNESCO will be used: studies to identify and analyse the essential problems within the programme, in particular those relating to the social and human sciences, and to develop the most effective ways of solving them; the elaboration of a general policy dealing with the access of women to education, based on the results of these studies, at conferences and international or regional meetings organized or assisted by UNESCO; the intellectual and practical contribution of national and regional institutions to which UNESCO provides assistance, in particular for the training of planners, educational administrators, teachers and technicians; support for the practical activities of Member States, in particular for the implementation of experimental projects, the establishment of institutions with the aid of other bodies such as the United Nations Development Programme, the creation or development of public and private services designed to eliminate existing inequalities in the access of women to education, science and culture; support for practical activities undertaken by international non-governmental organizations for this purpose; the establishment of special fellowships for women, to provide their holders with access to senior posts in the general planning of education and scientific development; and public information.

Since the proportion of illiterates is much higher among women than it is among men, and since it is thought that women have an exceptional part to play both in mass literacy teaching and in educating their children, the study, training and practical action programmes related to literacy instruction for adult women will be strengthened in all national or regional activities with which UNESCO is associated through its experimental literacy programme, and in the regional education centres for community development established by UNESCO for Latin American countries (CREFAL) and the Arab States (ASFEC). Similarly, practical ways of facilitating the access of women to a teaching career and of preparing teachers of both sexes for the rôle which they must play in the advancement of women will be studied by the national education institutes and teacher-training schools receiving assistance under the United Nations Development Programme (Special Fund), UNICEF or UNESCO, and in all advanced teacher-training activities with which UNESCO is directly associated.

Assistance to non-governmental organizations will include financial and technical aid for activities relating to the advancement of women, such as training courses — particularly in literacy, vocational training, civic instruction and adaptation to the new conditions of community living — and the production or translation and distribution of reading and audio-visual materials; it will also include study and travel grants to enable women adult education leaders to spend about three months in other countries, preferably studying civic training and literacy programmes for women.

In agreement with the competent authorities of a Member State, UNESCO hopes to co-operate in the preparation and execution of an experimental project of ten-year duration in a rural area to provide instruction in literacy for adult women, primary education for girls, and civic and family education. A similar experimental project will be concerned with the access of girls to scientific and technological studies and careers. It will bear on the education, training and utilization of women as technicians. Research will cover systems of education and training, the desire among women to enter technical careers, and the obstacles that may exist for the training and employment of women. Seminars will be conducted with a view to stimulating the interest of women in technical careers. This pilot project is intended to last for four years; thereafter the results will be analysed and published. Case studies will be made on the access of women to careers in science and technology at higher levels in order to determine any obstacles that may exist and identify measures which may improve opportunities. Both social and economic aspects will be included in these studies so as to make them useful in planning for the fuller utilization of women in science and technology and as teachers in these fields. The necessary social science contribution will be made to the planning, implementation and evaluation of both projects.

Under the United Nations Development Programme, advisers will be made available to Member States, at their request, to suggest ways of expanding and improving education for girls and women in whatever branch happens to interest the particular country, and to co-operate in specific projects under the general education plans. It will be a particular task of these experts to help Member States to select programmes and activities for which technical and financial assistance could appropriately be requested from such bodies as the Special Fund of UNICEF, or which could be financed by trust funds.

Fellowships will be offered to African Member States to enable women, particularly educators, to attend special training courses in Denmark in *e.g.*, pre-school education, domestic economy and special education for handicapped children. In addition, under voluntary funds provided by the Government of Sweden, UNESCO will continue to co-operate financially and technically in various activities related to the expansion of education for girls and women in Africa.

Finally, a number of UNESCO fellowships will be awarded to women who are already working in the educational services to enable them to extend their theoretical and practical knowledge of educational planning and administration and so to prepare themselves for an important rôle in the preparation and implementation of national education plans, a rôle which will include ensuring that such plans are directed towards the elimination, in law and in fact, of inequalities, and the provision of equal levels of education for the male and female population.

In support of this programme a special television programme will be produced as well as a booklet in languages of wide diffusion for distribution through national commissions and non governmental organizations. The Secretariat will also systematically organize documentation relating to the promotion of women in education, distribute it as may be requested, and publish an anotated bibliography and a booklet on international facilities in education and vocational training open to women.

World Health Organization (WHO)

The World Health Organization (WHO) works for the attainment by all peoples of the highest possible level of health, defined as " a state of complete physical, mental and social well-being ". Its 1965 programme, which listed 1,200 health projects throughout the world, included among its most urgent objectives the preparation of national health programmes; the setting of targets and goals for the control of communicable diseases; the extension of existing health services including environmental health services, particularly water supply; the reduction of infant mortality; the raising of nutritional standards; and the education and training of medical personnel. All of these activities necessarily benefit women in the communities receiving assistance. In addition, WHO, which has since its inception followed the principle that the health and welfare needs of mothers and children are inseparable from those of the family and of the community as a whole, undertakes health programmes which concern women directly. Thus, as part of its broader goal of developing comprehensive national health services, WHO has been assisting, in close co-operation with UNICEF, a number of maternal and child health projects in different countries. Such projects aim not only at providing services for mothers and their children but also at educating them in basic health and living principles.

One of the major problems confronting health administrators in many countries is the shortage of trained and qualified health personnel. The rôle of women as professional and auxiliary health personnel is receiving continued prominent attention. Much of WHO's effort in this domain is concentrated on the education and training of such staff by the award of fellowships, the organization of schools for nurses, midwives, and other categories of auxiliary workers, and the establishment of training courses. WHO assistance to nursing education has been particularly important. In Guatemala, for example, under a project begun in 1961, and sponsored jointly by WHO and the Government of Guatemala, some 730 qualified nurses were given basic training, 70 received advance training, and 2,180 were trained as nursing auxiliaries. By 1964, it was possible for WHO to terminate its assistance as the programme was able henceforth to operate exclusively under national staff.

Apart from the WHO fellowship programme itself, and the education and training activities proper, there has been a training element in almost every field project assisted by the organization. WHO project staff give in-service training to various grades of health personnel to hasten the day when the staff requirements of each project can be filled by local personnel. Further, a number of projects are designed to assist in the creation and development of centres for the education of professional cadres of health personnel, including medical officers, sanitary engineers and nurses, as well as auxiliary personnel.

WHO also continues to expand its assistance in the development of basic community health services, particularly in rural areas, in Africa, the Eastern Mediterranean region, and in Asia. Particular attention is given in WHO's community-development-type programmes to the health and nutrition education of women.

C. RELEVANT ACTIVITIES OF OTHER UNITED NATIONS AGENCIES

The United Nations Children's Fund (UNICEF)

The United Nations Children's Fund (UNICEF) is technically not a specialized agency, but part of the United Nations itself with a semi-autonomous status. The purpose of UNICEF is to help further the efforts of developing countries to improve the condition of their children and youth and to prepare them to carry forward their nation's economic and social development. UNICEF is convinced, on the basis of its experience, that the welfare of children and the advancement of women are inextricably bound together; accordingly, it has been increasingly favouring aid for projects which form part of larger programmes of economic and social development, and which must inevitably become deeply involved with the advancement of women. Thus, the training schemes aided by UNICEF not only contribute to an improved quality of community services for children, but help create new occupations for women.

The training of national personnel is a pivotal feature of many UNICEF-aided projects; indeed, about one third of UNICEF aid now goes for training schemes, in which by far the largest number of the trainees are girls and women. About half of this aid is in the form of stipends for trainees and the financing of selected teaching staff in national and regional training schemes; the other half is for supplies, equipment and various types of training aids for training centres and courses. In-service, refresher, and, in some cases, specialized post-graduate training is given to a wide range of paid workers who furnish services relating to the welfare of mothers and children — midwives, birth attendants, nurses, health visitors, paediatricians, dieticians, home economists, community development workers, social workers, workers in children's institutions and day-care centres, primary school teachers, vocational guidance workers, and others.

Permanent health services for mothers and children, together with disease control programmes, account for over sixty per cent of UNICEF aid. Most of the workers in the basic health programmes and in the more than 30,000 health centres and sub-centres for which UNICEF has so far provided basic equipment, are women.

In the field of nutrition, UNICEF aid includes activities designed to increase the supply of protective foods and to encourage their use by mothers and children, who are commonly the most undernourished groups in a community; widespread nutrition education programmes at the village level with special emphasis on the education of mothers through simple, practical activities directed towards the nutritional practices most in need of change; programmes to train women, both as volunteers and at professional levels as nutritionists, home economists and dieticians.

UNICEF aid for mothercraft/homecraft and social services programmes are motivated by the awareness that help for children and young people must be related to the improvement of conditions in the family and the community. These programmes provide informal educational opportunities for women and girls to learn homemaking, child-rearing, nutrition and sound health habits, and to encourage them to participate in community betterment schemes. Because mothercraft/homecraft programmes cut across a number of technical fields, they have generally proved most successful when closely associated with more comprehensive programmes. Thus, in a number of places, the projects are a specific part of community development programmes, while in others they are interwoven with general social welfare programmes.

A key element of the social service programmes undertaken by UNICEF jointly with the Bureau of Social Affairs of the United Nations Secretariat is the improvement of the adaptation of families to changing social conditions and demands. UNICEF, which provides supplies and equipment for day-care centres, neighbourhood and community centres, family agencies, youth clubs and recreation programmes, also recognizes that the most important component in a social service programme is staff; it therefore places major emphasis on training. Most of the trainees are women.

The aim of UNICEF aid in the field of vocational training is to introduce pre-vocational training in manual skills along with academic instruction, beginning at the primary school level and progressing to more advanced training and vocational guidance for older boys and girls; aid is also given for pre-vocational training to early school-leavers to give some practical skills to this youngest group of wage-earners and to help them bridge the gap between school and work. Although the light manufacturing and service industries are offering new employment opportunities for girls, the interest of governments in programmes for the vocational training of boys thus far appears greater than in those for girls. Most of UNICEF aid for vocational training takes the form of equipment, tools and teaching materials for training centres, vehicles for supervisors, stipends for persons being trained as instructors, and salary supplements for directors of projects.

United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNWRA)

The United Nations Relief and Works Agency for Palestine Refugees in the Near East, which is financed by voluntary governmental and private contributions. is a special, temporary, non-political body established by the General Assembly in December 1949. UNWRA's task, carried out in co-operation with the governments of its host countries — Jordan, the Gaza Strip, Lebanon and the Syrian Arab Republic — is twofold. It provides relief for Palestine refugees in need and a considerable range of technical services for their health, welfare, education and training. On 31 December 1965, the number of refugees registered with UNWRA totalled 1,300,117.

In all UNRWA's four host countries, as elsewhere in the Arab world, there is a trend towards a more active and responsible rôle for women in the life of the community and an increasing recognition of the value of education for girls. In line with this trend, the percentage of refugee girl pupils in UNRWA/UNESCO schools has increased from 23 per cent in 1951 to 43 per cent in 1966; and UNRWA is endeavouring to improve the education offered to girls by the introduction of home economics, biology, child care and health education in as many of its schools as funds permit. The Agency has also developed opportunities for vocational and teacher training of women and for the training of nurses (*see* Chapter 6).

United Nations Institute for Training and Research (UNITAR)

In 1963, the General Assembly, having previously recognized both the importance, for the fulfilment of the objectives of the Development

Decade, of the provision and training personnel of the highest calibre, particularly from the developing Member States, and the basic needs and expressed wishes of the developing countries to increase substantially their highly trained personnel in various fields (resolution 1827 (XVII)), authorized the Secretary-General to take the necessary steps to establish the United Nations Institute for Training and Research and to explore possible sources, both governmental and non-governmental, of financial assistance to it (resolution 1934 (XVIII)). Accordingly, in March 1965, UNITAR was established as an autonomous institution within the framework of the United Nations " for the purpose of enhancing, by the performance of [its functions of training and research], the effectiveness of the United Nations in achieving the major objectives of the United Nations, in particular, the maintenance of peace and security and the promotion of economic and social development ".

In accordance with the terms of its Statute, the Institute provides training at various levels to persons, particularly from developing countries, for assignments with the United Nations or the specialized agencies and for assignments in their national services which are connected with the work of the United Nations, the organizations related to it, or other institutions operating in related fields. The programmes may include training for staff members of the United Nations and of the specialized agencies as well as training for special United Nations field assignments. UNITAR's programmes are, of course, open to men and women on an equal basis, and there are several women among the twenty-two trainees participating in UNITAR's first Training Programme for Foreign Service Officers from Newly Independent Countries. Other training programmes — among them, one in techniques and procedures of technical assistance, and one in development financing — are being organized. A manual on procedures of United Nations technical assistance has been prepared for a forthcoming seminar on major problems of United Nations technical assistance.

In fulfilling its research function, the Institute conducts research and study related to the functions and objectives of the United Nations. Among the projects already in progress or contemplated are a study on technological and scientific resources released by disarmament for purposes of economic and social development and a study of United Nations methods and techniques for the promotion and protection of human rights.

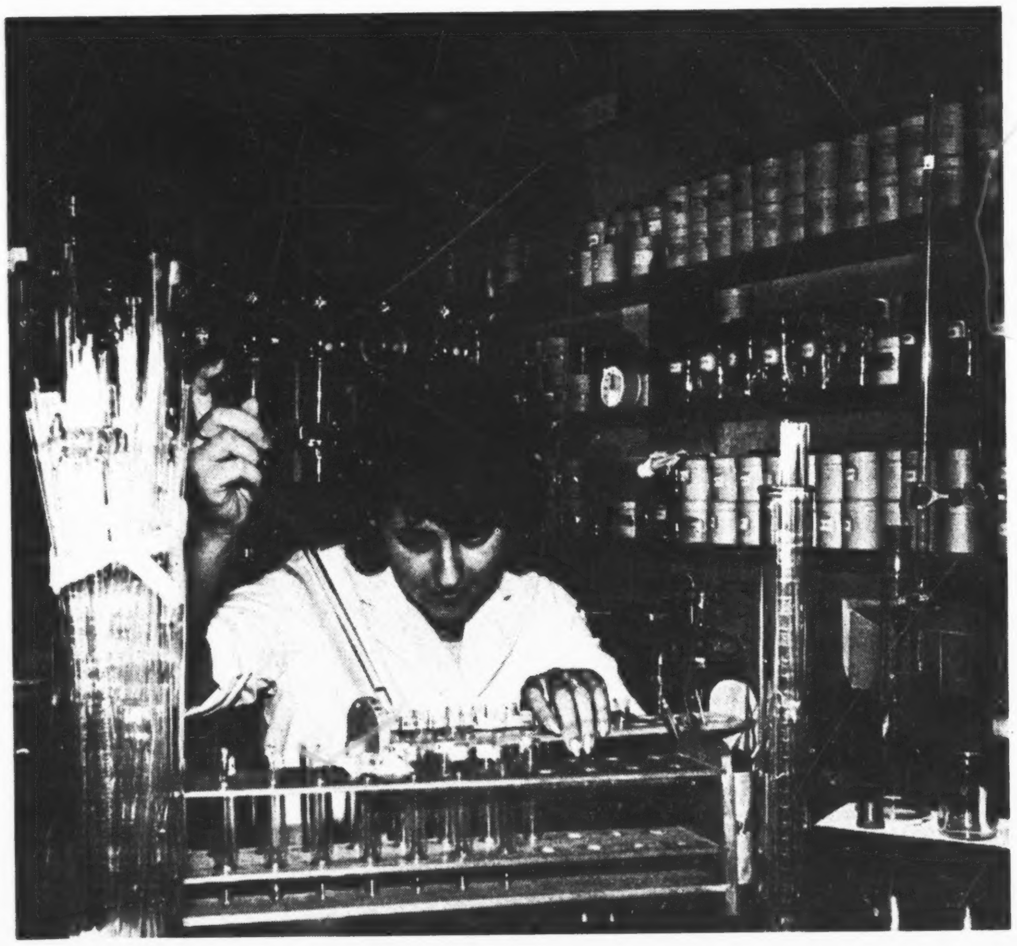
The expenses of the Institute are met from the voluntary contributions of Governments and inter-governmental organizations, and of foundations and other non-governmental sources. The Institute's envisaged budget for the first five or six years of operation is $10 million. As of May 1966, a total of about six million dollars had been pledged or promised.

5. How assistance may be requested

Assistance under any of the programmes mentioned above is provided only at the request of the Government concerned, which also decides the form, timing and nature of the aid it wishes to receive.

Requests for assistance are normally submitted by the Government through the local resident representative of the United Nations Development Programme. If appropriate, requests may be submitted through the local field representatives of the specialized agencies and of UNICEF. If there is no local representative, requests may be submitted to the headquarters of the appropriate organization within the United Nations system.

Requests for assistance under the Expanded Programme of Technical Assistance component of the United Nations Development Programme are not submitted as individual projects, but as part of a total



A laboratory assistant working on a Special Fund (FAO) project in Argentina programme for the country. They must be planned within a " target " figure set for the country's entire programme, and their submission follows a certain time-table. Requests for assistance from the Special Fund component of the United Nations Development Programme are also submitted as proposals for national or regional projects. Requests of Governments under the advisory services programme in the field of human rights, on the other hand, are submitted, and dealt with, as individual projects. They do not form part of a total programme of assistance for a particular country and the Government is not therefore required to establish priorities as between requests submitted under this programme and requests for other forms of technical assistance.

Over the years increasing emphasis has been placed on the establishment, in recipient countries, of co-ordinating units to deal with requests for technical assistance. In many countries these co-ordinating units are responsible for official contacts relating to the operation of the technical assistance programmes of the United Nations system of organizations, especially the United Nations Development Programme, and for the co-ordination of these programmes with the Government's own operations and with assistance from other sources.

With the exception of requests under the human rights programme, therefore, requests for technical assistance for the advancement of women under most other programmes of the United Nations system will largely depend on the priority which Governments accord such projects in the country's over-all plan of national development.

Part II

PROGRAMMES OF NON-GOVERNMENTAL ORGANIZATIONS IN CONSULTATIVE STATUS

International non-governmental organizations interested in the advancement of women include: (*a*) organizations whose specific aim is to advance the status of women, and (*b*) organizations whose objectives are wider in scope, but who believe that these cannot be achieved without improvements in the status of women. Many organizations in the latter category have established special bodies to deal with questions of particular concern to women.

The non-governmental organizations whose programmes are described in this pamphlet all enjoy " consultative status " with the Economic and Social Council of the United Nations and its subsidiary organs. This means that they must meet the criteria established by the Council in order to be admitted to consultative status. They must be international organizations, be concerned with matters falling within the Council's competence, be of recognized standing and represent a substantial portion of the organized persons within the fields in which they work, and their aims and purposes must be in conformity with the purposes and principles of the United Nations Charter.

There are three categories of organizations in consultative status — known as " Category A ", " Category B ", and the " Register ". The three categories have basically similar rights and privileges with the Council and its subsidiary organs. They are entitled to send observers to meetings; to circulate written statements, subject to certain rules and regulations; to receive United Nations documents; and to make oral statements relating to items under discussion. They may also be asked to undertake studies of particular subjects or to supply information on questions in which they have special competence. Organizations in category A status, in addition, may propose items for the agenda.

Most of the non-governmental organizations referred to in this pamphlet have national affiliates in many parts of the world, often in countries that are at varying stages of development. The affiliates are primarily concerned with improving the status of women in their own countries, and membership in the international organization helps the national bodies to achieve their objectives in various ways. Through that membership, for example, a wider range of experience is made available to them, an awareness of problems facing women in other countries is created, and attention can be focused on ways in which similar problems have been solved in other countries. The national affiliates can also assist the international organization in its work by bringing to its attention pressing national or local problems, by supplying it with information which can form a valid basis for recommendations and action at the international level, and by giving effect to programmes of the parent body on the national and local plane.

1. Forms of assistance offered

Non-governmental organizations have a variety of programmes aimed at helping the advancement of women and the assistance they offer takes a number of different forms. Specific examples of some of the activities being carried out are given in Annex II below. Most frequently non-governmental organizations give assistance to their own members but they may also offer help to women generally, whether or not they are members of the particular organization giving assistance. An interesting method followed by one or two organizations to help women in developing countries is for an affiliate in an industrialized country and an affiliate in a developing country to work in very close co-operation both in exchanging information and in providing practical assistance.

FINANCIAL ASSISTANCE

Some non-governmental organizations have given financial assistance under their programmes. However, the funds of most non-governmental organizations are very limited, and several of them emphasize that their activities are frequently hampered by inadequate financial resources to carry them out. An important example of financial help given by non-governmental organizations may be found in the fund-raising campaign which was organized by the Danish Council of Women in order to establish a community development training centre for women in Africa (*see* Annex II). Another example may be seen in the contribution made by non-governmental organizations to the establishment of the Community Education Training Centre in Fiji (*see* Annex I). This project is also interesting as showing the kind of co-operation that may be developed between non-governmental organizations, a regional inter-governmental body, and a United Nations agency. " Funds-in-trust " arrangements, described in Part I of this pamphlet (*see* Chap. 3 above) provide a unique opportunity for non-governmental organizations to render financial assistance to women in co-operation with the United Nations family of the organizations. A very recent example of this type of assistance is the action of United Church Women of America, who deposited " funds-in-trust " with the United Nations in 1966 for the purpose of building a training centre in the highlands of the Trust Territory of New Guinea (Australia).

OTHER FORMS OF ASSISTANCE

Many organizations give assistance for the advancement of women in one or more of the following forms: the provision of expert advisers; the organization of seminars, workshops or discussion groups; the holding of regional and international conferences; the establishment of training courses of all kinds, especially for leaders and potential leaders; the award of fellowships, scholarships or grants for study abroad ; the organization of study tours, exchange visits or similar activities; the undertaking of studies and surveys of questions of concern to women; the provision of various kinds of research material and the preparation and distribution of pamphlets, booklets and other publications; the organization of hospitality for students and other persons coming from overseas, and for women who move from rural to urban areas; and the provision of different kinds of equipment.

2. Fields in which assistance is given

Non-governmental organizations offer assistance in a number of different fields. Many, for example, are concerned with improving education at all levels and with extending vocational training for women. Several have made studies and surveys and, based on the results of these studies and surveys, have drawn to the attention of responsible authorities matters requiring urgent action. Many fellowships and scholarships have been given for research and advanced study abroad, often in conjunction with the UNESCO study tour scheme for adult education leaders. Many organizations also have their own programmes to eradicate illiteracy, to extend adult education, physical education and home-making courses. Many also participate in UNESCO programmes in these fields and have undertaken projects with the assistance of this agency. Some organizations whose interests are more specialized offer training in such matters as social services, nursing, secretarial work and kindergarten teaching. Professional organizations frequently help professional women to acquire more advanced training and education.

A number of organizations place particular emphasis on leadership courses which they offer to their members and voluntary workers. Such courses answer a particular need of women to receive training which enables them to work more effectively in the organization to which they belong, to help in establishing new organizations, if needed, and to assist in securing social and other services for their communities.

Civic and political education for women is another very important aspect of the work undertaken by many organizations. Through their activities in this area, women — and also men — are taught the political structure of their country and the proper exercise of voting and other political rights. The methods used include discussion groups, meetings, seminars and conferences as well as the preparation and dissemination of pamphlets and other publications. Through such activities, the co-operation of individual men and women is sought to assist other non-governmental bodies and governmental authorities in carrying out programmes to meet the needs of different communities. The topics that have been discussed at such meetings have included the role of women in community development, in local and national government, and in international affairs.

Some organizations also give training in home industries and handicrafts which give women in many developing countries, an opportunity of making money for their families and for their personal expenditures which they might not otherwise enjoy. Valuable help has been given in establishing co-operatives to enable women to purchase the materials they need for their handicrafts and to sell them once they are completed. In some instances organizations have themselves furnished the materials and equipment (*e.g.*, sewing machines) that may be required for handicrafts.

Many organizations provide opportunities for women to acquire the necessary knowledge and skills to improve the home, and the standard of living for the community. They give training in such matters as family planning, child care, nutrition, first aid, hygiene, agriculture, home economics, including cooking, food preparation, dress-making, knitting and simple craft work.

3. Co-operation with the United Nations

No account of the assistance rendered to women by non-governmental organizations would be complete without reference to the contribution of non-governmental organizations to the work of the United Nations for the advancement of women. Both the Commission on the Status of Women — the United Nations organ primarily concerned — and the non-governmental organizations, on several occasions, have emphasized the value of maintaining this close collaboration which has existed over many years.

More than fifty non-governmental organizations are represented at annual meetings of the Commission on the Status of Women and exercise to the full the rights and privileges they enjoy as organizations in consultative status. Many give wide publicity to resolutions and recommendations adopted by the United Nations organs and these have formed the basis of representations to governmental authorities on matters requiring urgent action to improve the status of women in the political, civil, economic, educational or social fields. Requests to non-governmental organizations to provide information for studies and reports required by United Nations organs have often served to create an awareness among women of conditions affecting the status of women in their own countries. The regional seminars held under the United Nations programme of advisory services in the field of human rights, in some instances, have been followed by regional or national seminars organized by non-governmental organizations to discuss the same or a similar topic. Such seminars have often been used to discuss measures that might be taken by non-governmental organizations to overcome problems brought to light during the discussions at the United Nations seminars.

Non-governmental organizations have frequently been called on to supply factual information for studies undertaken at the request of the Commission on the Status of Women, and this information has been incorporated in reports prepared for the Commission by the United Nations Secretariat and also by the ILO and UNESCO. In addition to factual information, non-governmental organizations have also been asked to supply information based on their practical experience: for example, on their activities directed towards the recognition and the exercise of political rights by women, and on methods found useful in creating an informed public opinion concerning the need for equal pay for equal work, and on methods found useful in promoting the access of women to training and employment in the principal professional and technical fields. They have also been asked, on numerous occasions, to submit comments on draft international conventions and draft declarations under consideration by the United Nations organs.

While, as has been stated, the programmes referred to in the pamphlet, and the example of activities cited in Annex II, relate to non-governmental organizations in consultative status, the co-operation of the United Nations is not confined to such organizations alone. Many others render valuable assistance, especially by helping to create a climate of public opinion favourable to the promotion of the status of women.

The close co-operation that exists between the non-governmental organizations and the Commission on the Status of Women and the fact that many different ideologies are represented among the organizations associated with that Commission have undoubtedly helped greatly to give universal scope to the commission's work and to achieve practical results. The continued collaboration of the non-governmental organizations will be essential to the success of a long-term unified United Nations programme for the advancement of women.

ANNEXES

Annex 1

EXAMPLES OF PROJECTS OF INTEREST TO WOMEN UNDERTAKEN IN RECENT YEARS UNDER PROGRAMMES OF TECHNICAL CO-OPERATION WITHIN THE UNITED NATIONS SYSTEM [1]

A few examples are cited below of projects that have been undertaken in recent years under the various programmes of technical co-operation within the United Nations system. The examples have been chosen to indicate the type of existing activities which may be of interest to women. They are by no means exhaustive.

Planning for economic and social development

The Latin American Institute of Economic and Social Planning, in Santiago, Chile, is the first of several regional institutes to receive assistance from the Special Fund to raise the technical competence of government officials and institutions engaged in national planning and programming. Under the direction of the United Nations and with additional financial support from the Inter-American Development Bank, the Institute has been able in its second operational year to widen the basic training courses in industrial, agricultural, transport and budgetary programming to include the sociology of development and manpower studies. In addition to training at the Institute, short-term intensive courses have been conducted in Brazil, the Dominican Republic, Ecuador, Mexico, Paraguay, Peru, and Uruguay. A further special course for the five Central American Republics emphasized the relation between planning in the area and the Central American Integration Programme.

The Institute continued to assist the advisory groups staffed jointly by the United Nations Economic Commission for Latin America, the Organization of American States and the Inter-American Development Bank in their work of strengthening national planning offices. It is also carrying out a very extensive programme of research on the development problems of the region.

Public Administration

Technical assistance has been provided to a number of countries in the establishment of national and regional institutes for training in public administration. Among the national institutes assisted is the Imperial Ethiopian Institute of Public Administration, founded in 1956, which has provided in-service training for a number of civil servants. The Institute of Public Administration in Cairo, United Arab Republic, was established early in 1954 after preparatory work had been carried out by United Nations experts. This institute provides in-service training with the aim of improving the efficiency of civil servants, undertaking research on administrative matters, and providing advice to government departments on request. On an average, four experts have been supplied each year under the Expanded Programme of Technical Assistance. Roughly one third of the trainees who completed their training before 1960 have been assigned to special organizational duties, and over two thirds have remained in the same career. The Institute of Public Administration and Management in Burma, established in 1955 with assistance under the Expanded Programme and also with co-operation from the Ford Foundation and the Colombo Plan, has developed a comprehensive training scheme for civil servants, which includes a course in management and administration. It has concentrated especially on civil servants who are employed as clerks, superintendents and senior upper-division assistants. The long-range plan is to provide training for all government officials, including those of boards and corporations. The Advanced Institute of Public Administration in Argentina, initiated early in 1957, has developed into a centre for the provision of in-service training courses, advice and assistance to ministries, research and dissemination of information. Most of the trainees occupy middle level posts and have experience of five years or more in administration; many senior officials with university backgrounds have also attended. The Brazilian School of Public Administration, established in 1951, has three main courses: a degree course of four years for prospective entrants to the public service, an advanced training course of two years for senior administrators, and a special course of four and a half months for experienced public servants from Brazil, and other countries of Latin America. The degree course is intended to provide the necessary academic qualifications for entry into the public service. Selection for the other two courses is based mainly on experience in administration rather than on academic training.

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[1] The examples in this Annex do not include projects undertaken under the human rights advisory services programme. Relevant examples of these have already been mentioned above (see Chapter 4, Section A).

Among the regional institutes assisted under the Expanded Programme of Technical Assistance, is the Advanced School of Public Administration in Central America, established in 1954 in Costa Rica. The project grew out of an inter-ministerial Central American Economic Co-operation Committee which met under the auspices of the Economic Commission for Latin America. It was requested by the five Central American countries (Costa Rica, El Salvador, Honduras, Guatemala and Nicaragua), and these Governments make annual contributions to the operating expenses of the school, which is administered by a governing board on which they are represented. Courses have included seminars on organization and methods, local administration, social services administration and public health administration.

The Institute of Public Administration in Ghana was established with and is still receiving support from the United Nations Special Fund. Since the project began in 1961, nearly 200 students have been trained, and in addition, courses have been given for in-service officials. Almost without exception, graduates have immediately entered service in various Ministries. Twenty-two graduates are now administrative officers, three are auditors and three are information officers. Three more are working as industrial development officers, while five have been posted to embassies. One graduate is an assistant curator at the National Museum, another is the assistant clerk of the General Assembly, while another is Commissioner for National Culture. Among the students from Tanganyika, three have returned to their country to serve in the Ministries of Education and External Affairs and in the Department of Local Self Government. The Government of Ghana has recently made graduation from this Institute a mandatory prerequisite for acceptance into the civil service.

Community Development

The community development programme in Afghanistan is directed to concerted action in several different fields. The United Nations has assigned five experts: one for over-all policy development, one for training, one for women's activities, one for housing, and one for promoting community participation and village organization. The specialized agencies have also assigned experts in agriculture, public health, sanitation, cottage industries, and (until 1959) adult education. Administrative arrangements at all levels for the co-ordination of their work has contributed to a programme which is constantly progressing and winning more and more support as an instrument of national development. At the end of the First Five Year Plan, twenty-five projects, covering 17 per cent of the population had been established. Budgetary provision for each project includes such services as health, agriculture, education and housing, in addition to general development activities based on self-help. Development programmes are co-ordinated at the village level through a village council, and at the project level through a project committee.

The experience of participation through village councils and the increasing activities in the economic sphere have led the people to show an interest in co-operatives. Community development activities have also encouraged the establishment of schools, particularly for girls, and these are becoming centres for formal, as well as informal education.

In Pakistan the urban community development programme is an important component in the national development plans for social welfare. One of the United Nations experts assigned was specifically concerned with women's activities in community development, and aid has been given by UNICEF for this programme. There has been a steady emergence of mothers' clubs, youth organizations, community centres and social welfare agencies to undertake various community activities. The neighbourhood councils and project committees which were institutional features in the programme are being integrated with the local government institutions responsible for social welfare.

In the Philippines a substantial programme of training for community development has been organized. This includes training for *barrie* workers, supervisory personnel at the district and provincial levels, and seminars for administration and political and civic leaders.

Schools for girls and women in rural areas were introduced in Saudi Arabia through the efforts of social workers assigned to the community development programme. In one project the idea of women's education first met resistance from the Community Council, but the enrolment of girls continued and ultimately the Council itself provided the salaries of two additional teachers to complete the staffing of the school. Medical clinics were also established in community development projects, and are now regularly attended by women.

Several community development experts have been assigned in recent years to countries in Africa.

In 1961-1962, for example, assistance was given in Western Nigeria, where a balanced and comprehensive project was carried out: in Cameroon, where two experts assisted the Government in developing a national programme of community development; and in the Ivory Coast, where the community development adviser assisted in working out a programme to improve the status of women and to ensure their participation in collective activities both in the country and in the city.

A community development project undertaken by UNESCO in Madagascar illustrates the assistance given under the Expanded Programme to promote fundamental and adult education. With the help of a UNESCO expert, the implementation of the rural education plan began in Madagascar in October 1961 on an experimental basis. Three pilot areas were selected for testing and adapting the methods and techniques to be used, and actual experimentation has so far been conducted in two areas differing substantially in rate of school enrolment and level of development. The rural schools devised under this scheme form the first four-year cycle of the primary education system and are to be supplemented by a second cycle of two to three years corresponding to

A mother registers her baby at the Mother and Child Clinic, which is assisted by the World Health Organization and UNICEF, in Seoul, Korea

the *cours moyens*. Curricula as well as the distribution of teaching hours are adapted to rural conditions. Agricultural extension and community development activities, including women's activities, are linked with the assignment of rural teachers who are trained at regional training centres and at a national centre. The expert played an important part in launching this project by providing advice and assuming planning and training responsibilities.

One of the best known of all regional projects of the United Nations family is the Arab States Training Centre for Education for Community Development (ASFEC). It was sponsored by UNESCO, in agreement with the Government of the United Arab Republic and with the participation of the United Nations, the ILO, FAO and WHO. The countries participating are Algeria, Iraq, Jordan, Kuwait, Lebanon, Libya, Morocco, Qatar, Saudi Arabia, Sudan, Syria, Tunisia, the United Arab Republic and Yemen. The United Nations Relief and Works Agency for Palestine Refugees in the Near East also participates on behalf of the Palestine refugees. The main objectives are to provide training and orientation for specialists in adult education and community development in the Arab States, to prepare prototype educational materials in various fields of community development, and to provide services of documentation and information for field workers in adult education and community development. Between 1960 and 1965, five long-term courses were attended by 77 women and 426 men, and five short-term courses by 22 women and 151 men.

The Regional Fundamental Education Centre for Community Development in Latin America (CREFAL) continues to be one of the most important activities of UNESCO in this region. In collaboration with the United Nations, the ILO, FAO, WHO, the Organization of American States and the Government of Mexico, annual nine-month training courses were held in which education and teaching methods, adult literacy, public administration, agricultural extension, community development, applied sociology, rural economics and rural industries, home economics, public health, audio-visual aids, and recreational, cultural and artistic activities, were taught by means of lectures, demonstrations and field experience. The regular courses held in 1965 and 1966 were attended by twenty-two women and eighty-nine men.

Co-operatives

In Colombia, as a result of the work of a FAO co-operatives specialist, more than twenty co-operatives are now operating, still others are in the educational stage; the membership of one of these groups consists exclusively of housewives. In Iraq, an EPTA expert assigned to advise on setting up agricultural co-operatives helped the Government to prepare a request which led to the provision of Special Fund support for establishing an institute to train personnel for co-operatives and extension work.

Social welfare and social services

During 1964 advisory services to schools of social work in Bolivia and Mexico were completed, and both schools assumed full responsibility for the further development of training programmes. General social welfare advisory services, which have provided assistance to the Government of Paraguay in the strengthening of the planning, organization and administration of social services programmes were also completed, and as the next step in strengthening the programmes in that country, advisers were requested for more specific aspects, such as social work training.

Of special significance during 1964, was a Working Group on the Development of Indigenous Teaching Materials for Social Work, which met at the Economic Commission for Asia and the Far East Headquarters in September 1964. The Group was composed of ten social work training educators, invited from selected countries in the region, representatives of UNICEF, WHO, FAO, UNESCO, observers from the International Conference of Social Work and two United Nations technical assistance advisers. It discussed the types of indigenous material needed for background courses, social casework, group work and community organization, supervision and administration, and local resources from which material might be obtained.

Requests for advisers in family and child welfare in Asia have ranged from more specialized services, such as the improvement of day-care centres and the improvement of institutional care of children, to comprehensive social welfare programmes to meet the needs of families, youth and children through the establishment of community centres.

The countries of Africa have continued to express interest in the development and extension of comprehensive social welfare programmes in urban and rural areas, by requesting assistance in the planning, organization and administration of social services, in family, child and youth welfare, and in the development of training programmes at different educational levels for various types of social welfare personnel.

In all of the African countries receiving assistance in this field, particular emphasis has been placed upon development of local training programmes. In the Ivory Coast, with the assistance of a social work training adviser, an OPEX officer and the United Nations Children's Fund, the social work training programme is being upgraded and extended, both to meet national needs and to provide training facilities for other African countries with similar conditions. In the latter connexion, fellowships for training at the School of Social Work have been awarded to fellows from Cameroon, Madagascar, Niger, Togo and Upper Volta. In the Democratic Republic of Congo, a social work training adviser has been assisting for the past two years in the development of a training programme for community development and social welfare personnel. The Government of Togo has also requested a training officer as a national training programme is to be established. The Government is also using the resources of UNICEF and the World Food Programme to assist in the development of family, child and youth welfare services.

In many countries the technical assistance requested by Governments has been reinforced by material aid provided by the United Nations Children's Fund. In other cases, the availability of UNICEF assistance to strengthen family and child welfare services has led Governments to seek technical assistance for the implementation of such projects.

For example, the first concerted, country-wide attempt to reach women in the 4,200 villages of the United Arab Republic is now being undertaken by the Government of the United Arab Republic, with the assistance of UNICEF, the Bureau of Social Affairs of the United Nations Secretariat and FAO. The aim of the project is to expand on a national scale a governmental social welfare programme, begun in 1964, for women in rural areas, and to help them raise the economic and social standards of the communities in which they live.

In the first phase of the project, 900 women from villages throughout the country are being given stipends, in part provided by UNICEF, in part provided by the Government, for training as rural development leaders at the UNICEF-furnished training centres which have been annexed to ten of the 508 government rural social centres. The 800-hour training programme, administered in each case by two social workers, a home economist, and part-time technical staff, combines class-room work with practical instruction, demonstration and field work. Attention is focused on family welfare, parents' education, child care and development, nutrition, food hygiene, health and sanitation, home gardens, clothing and home management, civic responsibilities, village improvement and community action. Upon completion of the five-month training period, each woman leader will be assigned to a local rural social centre and given responsibility for a population group of approximately five thousand. In order to maintain direct contact with rural women in their family environment, each leader's duties will include home visiting as well as the organization of group activities in women's clubs or in the rural social centres. To ensure full success of the programme and to adapt it to changing conditions as the country becomes more industrialized, a variety of other training courses, including one for supervisors, will supplement the basic five-month training course.

Assistance to the project by UNICEF, totalling $93,000, includes equipment and supplies for ten training centres ($22,000), visual aids ($11,000), eleven vehicles for the training centres and the Central Unit at the Ministry of Social Affairs ($22,000), and stipends for 600 trainees and 15 supervisors ($36,650). Matching funds provided by the Government of the United Arab Republic total $350,000 and cover the financing of refresher courses for the women leaders and supervisors, seminars for volunteers and senior administrative personnel, and the payment of monthly allowances to the rural development leaders.

Family Planning

In the field of family planning, the Government of India asked the United Nations for advice on its national programme in 1965. In response, a team of five United Nations/EPTA experts reviewed the national programme, considered the problem of co-ordinating the family planning programme with programmes in related social fields, including health, education, community development and the status of women; advised on measures to accelerate popular acceptance of family planning, and helped formulate longer-range policies and research programmes.

Education and Teacher Training

Educational programmes at all levels from primary school to university, as well as specialized training in such fields as adult literacy, social sciences and graduate engineering, are receiving assistance from UNESCO and the United Nations Development Programme.

The Special Fund has, through UNESCO, concentrated primarily on building up permanent institutions for turning out secondary school teachers, middle-level technicians and graduate engineers. By the end of 1965, 5,300 teachers for currently understaffed secondary schools had received training at twenty-one Special Fund-assisted colleges, twenty of which are in Africa.

During 1965, the Special Fund in collaboration with UNESCO examined the possibility of supporting long-term projects for work-oriented literacy training of adults in close connexion with agricultural and industrial schemes. Projects to serve as " pilots " for eventual comprehensive literacy programmes in three countries have been prepared for approval.

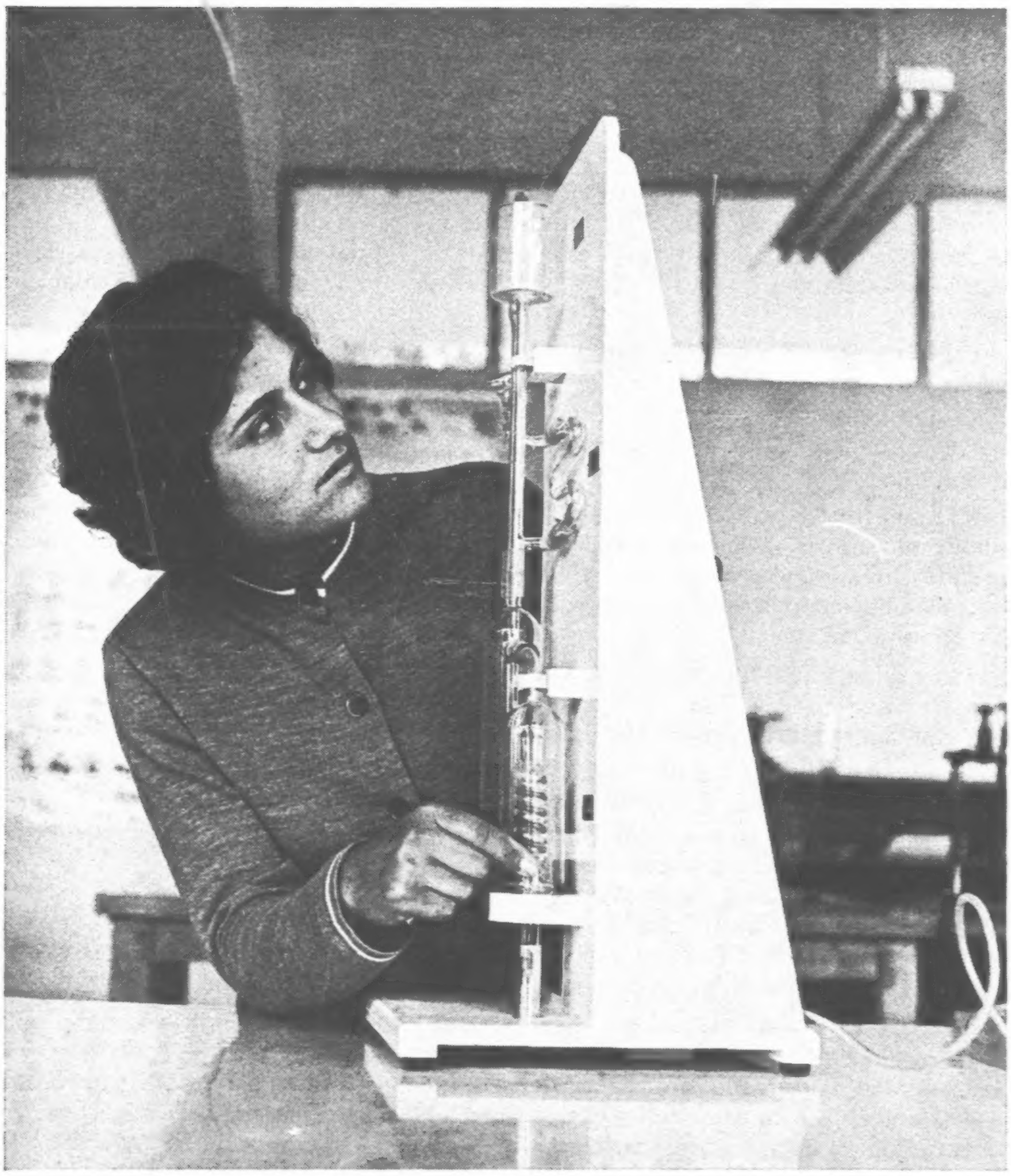
The scope of EPTA's assistance, also provided mainly through UNESCO, takes in primary and university education, teacher-training and audio-visual aids, rural education through radio, and educational documentation.

The first priority — broad educational planning and administration — has been pursued by UNESCO under EPTA in a number of countries and territories, including India, Qatar, Sierra Leone and Uruguay. In Sierra Leone, an expert helped the Government formulate the first five-year phase of a long-term plan aiming at universal primary education and providing for a comprehensive system of teacher training. His work is now being carried forward and expanded with Special Fund assistance to a project establishing a Teacher Training College, which began in September 1965.

The training of large numbers of teachers in the shortest possible time is also emphasized in Algeria and Afghanistan. UNESCO/EPTA experts in teacher training and audio-visual aids have helped Algeria with the establishment of the National Pedagogic Institute and the organization of accelerated training courses for school supervisors and teachers. The Institute has so far trained 13,000 teachers and 300 inspectors. In Afghanistan, primary school teachers are being trained under an EPTA/UNESCO project and those at secondary level are emerging from a Special Fund/UNESCO-assisted college. At the primary level, the Academy of Teacher Training in Kabul has completed two years of operation with 200 primary teachers and 30 instructors of primary teachers enrolled. The Higher Teachers College, being assisted by the Special Fund, graduated its first 26 secondary school teachers during 1965, and they were immediately employed in posts almost equal to those of university graduates.

UNICEF is aiding an in-service training programme for rural primary school teachers in Morocco. Nutrition education work is an important part of the programme. The Teacher Training College in Khartoum, which was established with Special Fund assistance, is training, for the first time within the country, Sudanese teachers for advanced school grades. The College, which has a substantial number of women students, is paying particular attention to the teaching of basic science, a comparatively new and very essential addition to the *curricula* of secondary schools.

In addition to formal course programmes, television and radio are now being enlisted in the drive to disseminate knowledge and skills. In the Ivory Coast, for example, a Special Fund/UNESCO-assisted institute for secondary school teacher training has pre-



One of the 633 students at the UNRWA Ramallah Women's Vocational and Teacher Training Centre (opposite) near Jerusalem, Jordan

pared "model lessons" for the national television as well as a plan to use closed-circuit television in providing refresher courses to in-service teachers. In Gabon and Togo, UNESCO/EPTA experts have been developing programmes of rural adult education through radio broadcasting. The programmes, given in French and local languages, cover such subjects as rural economics, health and social affairs, and have already led to the establishment of some 150 listening groups in Gabon and 800 village groups in Togo. The groups themselves have also served as a basis for an expanded literacy campaign.

In Uganda, a UNESCO woman expert in teaching English to adults and in producing reading material has been working since 1959 for the Government in co-opera-

tion with the Uganda Council of Women. Courses and seminars have been organized for women, reading kits collected and circulated regularly. In addition to reading texts for various levels of pupils, pamphlets have been produced on *e.g.*, citizenship education and the legal status of women in the country.

UNRWA, as part of its Vocational Training Programme for Arab Refugees and with the aim of providing refugee women to play a constructive rôle in community affairs, established in 1962 with World Refugee Year donations a combined Vocational and Teacher Training Centre for Women in Ramallah in Jordan. The Centre was the first large residential training institution of its kind to be set up for women in the Middle East. It provides a two-year residential teacher training course for 260 Palestine Arab refugees. The Centre, which is conducted with the guidance and co-operation of UNESCO, opened in 1962, replacing a smaller, pilot teacher training centre for girls set up by UNRWA in 1955. Since the Ramallah Centre opened, 248 young refugee women have graduated from it. The great majority of them are now teaching, some in UNRWA/UNESCO schools, others in government or private schools in Jordan and other Arab countries. In addition, refugee girls in the Gaza Strip are trained as teachers in a Government Centre. In 1965/66, 125 refugee girls were enrolled in this course.

In 1964, UNRWA and UNESCO jointly established an Institute of Education in Beirut in an effort to raise the standard of teaching in UNRWA/UNESCO schools, where some 90 per cent of the teaching force of nearly 4,700 refugees had received no formal professional training. By the spring of 1966, 611 women teachers had benefitted from the Institute's in-service training courses.

Vocational Guidance and Training

Some three quarters or more of all ILO technical co-operation activities are in the field of vocational guidance and training. These activities, closely related to manpower surveys and evaluation projects, are of many different kinds. They include the development of national instructor training institutes and supervisory training centres, the organization of adult accelerated training centres, the organization of youth training, including apprenticeship, the organization of pre-vocational training for young school-leavers (both girls and boys).

In Algeria, a national institute for adult educational training is being created with the assistance of the ILO under a Special Fund project. In the course of the next five years, 230 adult vocational training centres are to be established, of which 70 will be for the training of women. A training centre for young women was opened in Algeria in spring 1965; it has a capacity of 500 trainees and offers training mostly in clerical and accounting occupations.

In Tunisia, a joint ILO-UNICEF project on pre-apprenticeship for women is in progress. A centre for pre-apprentice training of women started its operations in December 1965. Plans are under way, under a Special Fund project executed by the ILO, to establish adult vocational training centres for women.

In the field of vocational training for women, two ILO projects are currently in operation with Swedish financial assistance, in Kenya (secretarial training scheme) and Sierra Leone (Vocational Training Institute). The contribution of the Swedish Government to the Kenya project has been used to finance construction of buildings, supply of equipment and payment of recurrent costs at two residential secretarial training centres in Nairobi and Mombasa. Experts have been attached to this project under EPTA. In Sierra Leone, the ILO is helping the Government to establish a training section for women at the YWCA Vocational School in Freetown. The training is designed for young girls who have not been able to continue their secondary school studies. Courses include three years of general education and two years of vocational training. Two ILO experts are assisting in the training of office workers and shop assistants, and courses are envisaged in dressmaking, household management and crafts.

A Women's Technical Teacher Training School was set up in November 1963 at Dakar (Senegal) with the co-operation of a woman expert provided by UNESCO. The first section to be opened was that of home economics. A commercial section is being set up. Particular care has been taken to adapt the curricula for home economics to local conditions. Apart from teaching and practical work at the school, numerous visits to hospitals, rural child health centres, and experimental school gardens are organized and periods of work at mother and child centres are arranged. The school trains teachers and assistant teachers of home economics in three years of study. Besides teaching home economics in primary schools, these teachers can be employed in social services centres set up by the Ministry of Health and centres for the advancement of women organized by the Ministry of Technical Education. A first group of students graduated and found employment in 1965/66.

Of the 600 students at UNRWA's Ramallah Vocational and Teacher Training Centre for Women, 340 girls are enrolled in one of the following vocational courses (most of them of two years' duration): business education; hairdressing/manicure; institutional management; kindergarten teaching; dressmaking; clothing production; clothing instructors; and home economics instructors. The remainder train as teachers. All the students take classes in art, music, home economics and physical training. Since the Centre opened in 1962, 227 girls have completed their courses; the majority of them have found good jobs in Jordan and other Arab countries. In addition to the training provided at the Ramallah Centre, some 30 refugee girls attend a secretarial course in the Lebanon conducted by a voluntary agency with financial assistance from UNRWA.

Nurses Training

An important large-scale operation run by WHO with Expanded Programme financing, with the collaboration of the University of Alexandria, UAR, is the Higher

Institute of Nursing. It was established in 1953 within the Faculty of Medicine of the University of Alexandria, to train student nurses in the United Arab Republic and other countries of the Eastern Mediterranean region. It offers a four-year course in professional nursing which leads to a bachelor's degree. Refresher courses and in-service training programmes for nurses and auxiliary nursing personnel are also part of the *curriculum*. The object is to meet the needs of rapidly expanding health services by preparing nurses for both hospital and public health duties.

The Institute admitted its first group of students in 1955 and these received their degrees in June 1959; ninety-two nurses have graduated so far. The great majority of the graduates are now employed directly in schools of nursing, the army medical services, and government hospitals and public health agencies in the United Arab Republic and in other countries; thirty graduates, moreover, have been appointed to the Faculty of the Institute itself. Several nurses from countries other than the UAR have graduated from the Institute and returned home to fill responsible positions. The total student body during the academic year 1963 amounted to 221, four of them students from four countries of the region other than the UAR. Sixty-four were in the first year, sixty-five in the second, fifty in the third and forty-two in the final year.

WHO has provided a total of eighteen experts for this project and the actual number at any one time has varied between three and eight. The Institute is preparing its own faculty of nursing which will replace the international nurse educators.

Student nurses at the first nursing school in Nepal, opened in 1956 with the assistance of the World Health Organization

A great deal of public and professional interest has been shown in the Institute and this has resulted in an increased enrolment in the courses and a change in the public attitude, in the UAR, towards the career of nursing. The impressive quality of the programme has become a factor in the improvement of nursing services generally, and in particular, has exerted a significant influence on the development of the profession in the host country.

UNRWA has always given high priority to the training of nurses and commenced its programmes of basic nursing training in 1951. The refugee girls are trained in private or government hospitals or institutions in the four " host " countries (Jordan, Lebanon, Syria and the Gaza Strip), with financial assistance from UNRWA in the form of subsidies or individual scholarships. During 1965, 35 refugee nurses graduated and a further 49 were receiving training. UNRWA also provides scholarships for post-basic nursing training in public health and midwifery; intensive training for practical nurses and in-service training in midwifery and ophthalmic nursing.

Special Projects

ANDEAN INDIAN PROGRAMME

The Andean Indian programme, in which the ILO is collaborating with the United Nations, FAO, UNESCO, UNICEF and WHO, is considered highly successful, especially having regard to the peculiar difficulties involved in the planning and implementation of such a programme. The object is the integration of the indigenous population of the Andean region into the social, economic and cultural life of their respective countries, and the improvement of their living conditions. It is essentially a breaking down of institutional barriers which prevent Indians from enjoying the benefits of general economic and social development.

The project began with an inter-agency planning mission covering Bolivia, Ecuador and Peru in 1951, in which experts from the five Organizations took part. They have since continued to co-operate in the programme, which was initiated at the end of 1953 when the ILO was entrusted with general co-ordinating responsibilities. Technical assistance arrangements were concluded with the three Governments at the beginning of 1954.

The Andean Programme has developed in three phases. The initial phase was one of experimentation and demonstration of methods of work based on preliminary surveys, followed by the establishment of the first action bases in Bolivia and Peru, in close association with the field services of technical government departments. In the second phase, particular emphasis was placed on training national personnel at all levels. During the third phase, emphasis is being placed on the consolidation of existing activities, the transfer of the programme to national authorities, the continued training of national personnel at all levels, the setting up of new centres to reach larger sections of the indigenous population, and the co-ordination of the programme with national integration and economic development plans.

Today there are twenty centres in the six countries of the Andean region, that is, Argentina, Bolivia, Chile, Colombia, Ecuador and Peru, and the Venezuelan Government has recently requested the extension of the programme to the Guajira region, while national integration plans have been formulated and developed in Bolivia, Ecuador and Peru.

The centres have been established to carry out practical work in the fields of agriculture, health, social welfare, education, community development, handicrafts and vocational training, so that the Indians may become acquainted with the types of activity which they can undertake in their own communities to improve their levels of living. Meanwhile, nationals of the countries concerned are being trained so that they will be able to establish and operate similar centres in due course.

Most of the action bases are situated in the highlands, but some have given attention to the particular problems involved in the resettlement of highland Indians in the lowlands. There is some spontaneous migration towards the lowlands and every effort is made to enable the new settlers to make the maximum contribution to the agricultural and general economic development of the country.

One of the main aims has been to arouse the interest of the Indians themselves. Once this was done they contributed money and labour to the creation of community facilities. The programme has trained a considerable number of them as social promoters and auxiliary workers in various fields, and in this way they have been able to help the other members of their communities to understand the methods and aims of the programme.

All the operations described above have been carried out with the financial assistance of the Expanded Programme of Technical Assistance but, in addition, there are five Special Fund projects and six UNICEF projects, all associated with the programme.

Contributions to the programme have been made by the Governments of Belgium, the Federal Republic of Germany, France, and Mexico, as well as by the Canton of Geneva in the form of vocational training equipment and building facilities, medical drugs and equipment, vehicles, and so on while employers' and workers' organizations in Belgium, Denmark, the Federal Republic of Germany, Japan, Norway, and Sweden have donated equipment of various kinds.

EXTENSION OF EDUCATIONAL AND TRAINING OPPORTUNITIES FOR GIRLS AND WOMEN IN AFRICA

Following a fact-finding and negotiating mission to a number of African countries, undertaken on behalf of the Swedish Government by a social expert in 1963, the Government of Sweden informed UNESCO and the ILO that it was prepared to make available to those agencies the funds necessary for the extension of educational and training opportunities for women and girls in Africa, upon the request of the recipient Member States.

The projects are as follows:

(1) The planning, building and operating costs of a secondary boarding school for 450-500 female pupils in the region of Tanga, Tanzania, over a five-year period; the school opened in January 1965 in temporary quarters with 108 students;

(2) Scholarships for 132 girls for four years at secondary schools in Ghana;

(3) Projecting, building and operating costs of a primary teacher's training college for women to accommodate 180 pupils in the northern province of Sierra Leone for five years; the school opened in January 1966;

(4) Mobile book distribution in East Africa (Kenya, Uganda, and Tanzania) operating from Nairobi;

(5) Mobile cinema unit for a literacy campaign in Sierra Leone;

(6) Scholarships for training 92 African women in community services for five years;

(7) Science teaching equipment for eight girls' secondary schools in Ghana;

(8) Vocational training in Sierra Leone (Freetown);

(9) Secretarial and clerical training in Kenya.

Community Education Training Centre in Fiji

In many areas of the South Pacific women are traditionally responsible for certain health and welfare activities in the villages. In 1959, the South Pacific Commission, assisted by a grant of funds from the United Church Women of the United States of America, decided to appoint a Women's Interests Officer to develop its work in this field. The main purposes of the Women's Interests Project were: (*a*) to promote the interests of women, in partnership with existing agencies and village and community authorities; (*b*) to develop women's groups as one of the means of furthering the process of adult education towards family and community betterment; and (*c*) to examine some of the means by which women may be helped towards a fuller understanding of opportunities and ways of meeting them from their individual resources and those of the community.

As a follow up to this initial action, the South Pacific Commission decided to convene a Women's Interests Training Seminar with the general aim of promoting education for family and community living through: (*a*) training for community education and group leadership; and (*b*) planning educational programmes and activities for women's organizations and clubs.

The Seminar was held in September 1961 in collaboration with FAO, UNESCO, and various non-governmental organizations. Participants from fifteen territories in the South Pacific, observers from several Governments and representatives of international non-governmental organizations attended. One of the several recommendations of the Seminar was that consideration be given to the establishment of a regional training centre.

In the intervening period it had become apparent that the Women's Interests Project would not remain a programme exclusively for women, nor would it be confined to the rural areas. Moreover, it was considered that the particular status enjoyed by women and by young people and the interest of men in home and community improvement in the South Pacific area meant that the work would inevitably develop into a broad programme of community education and development.

The recommendation of the Seminar for the establishment of a regional training centre was favourably received, and in September 1963 the " Community Education Training Centre " was officially opened in Fiji. It was established by the South Pacific Commission, in collaboration with the Government of Fiji and the Food and Agriculture Organization, acting as the trustee of funds contributed by the Australian Committee of the Freedom from Hunger Campaign.

The long-term objective is that the Centre should provide both training for men and women who have a responsibility for strengthening programmes relating to family and community welfare and continuous leadership in the field of community education by dissemination of information, carrying out research and serving as a demonstration centre in the region, as well as being a permanent training centre.

The immediate objective is to train personnel for leadership and instruction of women's and other community groups throughout the territories of the Pacific.

The first course provided at the Centre, which was of one year's duration, was attended by students from twelve Pacific territories, including four nurses, eight teachers, one welfare assistant, one clerk, one housewife, one telephonist and one student teacher. The *curriculum* covered: home economics; the principles and practice of community education; English and public speaking, club organization and programming planning; recreational activities for the community; and practical field work and observation visits. Students trained at the Centre have returned home to work in government health and education departments, extension of maternal and child welfare programmes and other community services. Their rôle is to encourage self-help in villages where the standard of living is low.

It is anticipated that during the initial three-year period of the Centre, shorter courses on community education for government officers and selected voluntary personnel will be organized for the study of methods in adult education, techniques of communication and means of co-ordinating field services. Plans will also be developed for courses of more advanced training in such fields as librarianship, preparation of teaching media and aids, social welfare and youth work, to meet needs for specialized training not otherwise readily available.

The South Pacific Commission has undertaken to support the establishment of the Centre in collaboration with the Government of Fiji, and to provide substantial financial assistance for staff and facilities. The assistance, which the Food and Agriculture Organization has agreed to provide from funds-in-trust supplied by the Australian Committee of the Freedom from Hunger Campaign, included: the services of an expert in home economics and nutrition to assist the Director of the Centre; the award of a number of fellowships to train professional staff and workers overseas, and grants for trainees from South Pacific territories to attend courses at the Centre.

Annex II

EXAMPLES OF PROJECTS AND ACTIVITIES OF INTEREST TO WOMEN UNDERTAKEN IN RECENT YEARS BY NON-GOVERNMENTAL ORGANIZATIONS IN CONSULTATIVE STATUS

The examples of projects and activities given below are based on information furnished by the organization concerned. Whenever possible, an indication is given of how assistance is provided.

CATEGORY A

International Confederation of Free Trade Unions (ICFTU)

The International Confederation of Free Trade Unions, representing more than 60 million workers, carries out many of its activities in the developing countries, where it helps women workers to organize themselves and to improve their working and living conditions through collective action and bargaining. While all forms of assistance are available to men as well as to women, a special effort has been made, in recent years, to help women workers.

FORMS OF ASSISTANCE OFFERED

Aid is given mainly in two closely related fields: trade union organization and trade union education.

In trade union organization, assistance may take the form of: (*a*) financial help; (*b*) the provision of experts and advisers; and (*c*) the supply of various technical aids, such as propaganda material, office equipment, pamphlets, etc. In trade union education, assistance may take the form of: (*a*) training courses for leaders (lasting from 3 to 6 months); these are given to resident students in three regional colleges which have been established in Africa, Asia and Latin America; (*b*) extra-mural educational activities; these are organized by the colleges, and consist of short courses, frequently conducted in the local language; (*c*) the provision of teachers and lecturers; and (*d*) the supply of educational material, such as text books, syllabi, films.

The ICFTU promotes the exchange of persons between affiliated organizations, and organizes international seminars and training courses for experts. Assistance is also given to affiliated organizations through research and statistical data on economic and social questions affecting the status of workers. The ICFTU also has a permanent programme of assistance in the form of advice and documentation concerning the problems of women workers, based on research undertaken jointly by the women's section and its economic and social department. The subjects covered have included the employment of women with family responsibilities, international standards affecting women workers, part-time work, and maternity protection. Statistics relating to organizations of women and the role they play in trade unions are also available.

At its 8th World Congress in July 1965, the ICFTU adopted a long-term programme divided into two parts: (*a*) an external programme containing a list of the rights of working women and a Charter affirming those rights; and (*b*) an internal programme, aimed at encouraging women to undertake trade union responsibilities. The latter places special emphasis on the need to secure for women equal access with men to trade union training and to organize courses scheduled so as to enable women to attend. The programme also calls for the development of educational activities at all levels, which will take into account the needs and problems of women workers.

EXAMPLES OF SPECIFIC PROJECTS

Training Courses

Projects aimed at helping women in the developing countries have included various types of training courses for women trade unionists, which have taken place throughout the world. A course was organized, for example, at the Higher Institute of Trade Union Studies in Mexico for twenty-one women, most of whom held positions of responsibility in trade unions. The participants received theoretical and practical training in trade union matters and in the techniques of adult education. In Africa, elementary training courses for working women were organized in Tanganyika, Sierra Leone and the Ivory Coast. In 1963, a course was held for women trade unionists at the African Trade Union College in Kampala, Uganda. This course included an intensive study of trade union matters and was designed for women considered capable of assuming responsibilities in the trade union movement. The course also included a more detailed study of social and economic questions designed for those able to stay longer than a three-week period.

Since 1963, the ICFTU has conducted a programme of training in international affairs, under which women trade unionists from the developing countries spend six months at the headquarters of the ICFTU and at some of its affiliates, in order to become acquainted with international questions, especially those concerning women workers. The first three trainees under the programme were from India, Africa and Latin America respectively.

Seminars

Seminars have also been organized under the auspices of the ICFTU in different regions. The first seminar for women trade unionists in the Middle-East region was held in Lebanon in July 1963. Scholarships were reserved for women to enable them to attend a three-week seminar in Dahomey, which was open to both men and women participants.

Financial Assistance

National affiliates of the ICFTU have established a small fund to support certain activities organized by women, such as adult training courses in literacy, home management and clerical training.

HOW ASSISTANCE IS PROVIDED

Financial or technical assistance is made available to the national affiliates of the International Confederation of Free Trade Unions on the presentation of detailed projects. After being studied by its Secretariat, these projects are submitted for approval to an international committee composed of representatives elected by the national affiliates. The committee determines the amount of money to be allocated to each project. The financial resources administered by the committee consist of voluntary contributions by members of the International Confederation, whether organizations or individuals. Decisions regarding all other forms of assistance which do not involve expenditure, or are financed from the regular budget, are taken by the Executive Committee or by the Secretary-General of the International Confederation after consultation with the departments interested in the project.

International Federation of Christian Trade Unions (IFCTU)

The International Federation of Christian Trade Unions contributes to the advancement of women through its activities to improve the position of women workers. Since 1950 an International Council of Women Workers has been in existence which consists of representatives from different regions and provides a useful means of exchanging information.

The International Federation believes that workers in the developing countries should be encouraged to develop their own programmes and only in exceptional circumstances would the International Federation send an expert from an industrialized country to countries in Africa, Asia or Latin America. It is felt that trade union members from the developing countries benefit most from participating in international seminars, or even in national seminars followed by a training period at the Headquarters of the International Federation. With this in mind, the Federation decided, in 1963, to establish in each national federation, a centre to deal with questions and to collect documentation relating to women workers of the country concerned.

EXAMPLES OF SPECIFIC PROJECTS

Through its International Council of Women Workers the IFCTU has carried out two main types of activities: (*a*) the organization of national and international seminars; and (*b*) the publication of pamphlets on relevant subjects.

Several international seminars have been organized for both men and women from Africa, Asia, Europe and America.[1] One such seminar was followed by an international conference which has been described as marking a turning point in the work of the International Federation for the advancement of women, since programmes adapted to the needs of the different regions were initiated.

Examples of the kind of publications prepared by the International Confederation are two pamphlets relating to " Women workers in a changing world " and " Employment of women with family responsibilities ", items on the agenda of the International Labour Conference in 1964 and 1965. The pamphlets were based on the experience of the International Federation throughout the world and on programmes carried out by its national affiliates.

International Co-operative Alliance

In 1963 a new department was established within the International Co-operative Alliance to deal exclusively with women co-operators. A " Women Co-operators' Advisory Council ", composed of representatives from member countries of the Alliance, was also constituted recently to work in close collaboration with the new department on matters of concern to women co-operators.

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[1] During 1964 and the first semester of 1965, seminars took place in Baguio (Philippines), Bihar (India), Hong-Kong, Caracas (Venezuela), Chacaclayo (Peru), Santiago de Chile (Chile), Bierville (France), Fribourg (Switzerland), Oxford (England), Brazzaville (Congo-Brazzaville), Lagos (Nigeria), Leopoldville (Congo) and Miarinarivo (Madagascar).

EXAMPLES OF SPECIFIC PROJECTS

Specific projects undertaken through the International Cooperative Alliance have included assistance rendered by women co-operators in some countries to women in developing countries. Swedish and Israeli women co-operators, for example, are giving practical help to the International Training Centre in Haifa, Israel, which gives training to women from developing countries. Women co-operators in Switzerland have given financial support to the co-operative movement in Dahomey. In England women co-operators undertook in 1965 to collect funds for assistance to women involved in co-operatives in many developing countries; the distribution of the proceeds will take place in 1966.

CATEGORY B

Associated Country Women of the World

FORMS OF ASSISTANCE OFFERED

The Associated Country Women of the World and its member societies offer the following types of assistance for the advancement of women:

(*a*) Help in organizing groups of women at the village level. Such groups provide a basis for adult education. Moreover, by working together in this manner women give each other the mutual support often needed to overcome outmoded customs and traditions.

(*b*) Experience and interest in overcoming the special handicaps of rural women. Through voluntary membership in the affiliates of the Associated Country Women of the World, rural women and homemakers can play an active part in the following types of projects:

(*i*) Those which aim at finding ways of securing for women leisure from domestic drudgery and agricultural work (*e.g.* the Corn Mill Societies in Cameroon and Women's Institutes in Sarawak).

(*ii*) Those which extend to homemakers educational opportunities in homecraft, mothercraft, citizenship, arts and letters (*e.g.* the activities of the *Gruppi Donne Rurali*, the regional courses organized by the Basutoland Homemakers Association, the programmes of various women's clubs in Fiji, and a pilot project established by the organization in West Bengal, India, for the training of local leaders).

(*iii*) Those which seek to develop home industries, especially handicrafts, offering women a chance to earn for their personel expenditure and for the family income (*e.g.* the Lanka Mahila Samiti in Ceylon, the Women's Institutes in Northern Canada and the Jubilee Guilds in Newfoundland).

(*iv*) Those which give women opportunities, through group action, to raise living standards for their families and their communities (*e.g.* provision of libraries, or village halls in parts of Canada, and participation by the National Association of Women's Institutes of Malaya in a nation-wide Home Economics training programme).

(*v*) Those which use methods of education suitable for women with limited or no schooling, affording opportunities for learning through practical demonstrations and "learning by doing" (*e.g.* Maendeleo Ya Wanawake Organisation in Kenya).

(*c*) Encouragement of local initiative to solve problems and to co-operate with other organisations and with government authorities, thus fostering a sense of responsibility among women (*e.g.* Women's Institutes in Canada).

(*d*) Scholarships and study opportunities:

(*i*) The Associated Country Women of the World, as the international agent for its member societies, runs the Lady Aberdeen Scholarship Scheme, under which scholarships have been given to a community development worker from Uganda, and to several voluntary leaders from Trinidad, Pakistan, Kenya, Zambia, Ceylon, to students from Assan and Sikkim and to two social workers, one from Natal and another from Rhodesia. Grants have also been given for the three-year pilot project in West Bengal, India to train local women leaders in eighteen villages and for a similar project in East Pakistan. Financial assistance has also been given to local training courses in Rhodesia and Kenya.

(*ii*) Many member societies of the Associated Country Women of the World participate in the UNESCO Gift Coupon Scheme. Through one of these, twenty-four model village training centres in Ceylon and a mobile training centre were equipped.

(*iii*) The Associated Country Women of the World and its member societies have organized study tours and programmes, and provided financial assistance and hospitality for a number of women.

(*e*) Mutual understanding and encouragement of self-help. The Associated Country Women of the World organizes conferences, seminars, exchange visits and study tours, giving women from different countries and communities a chance to meet one another. The officers of the Associated Country Women of the World travel widely and are available for consultation to local groups. Area vice-presidents maintain as close a touch as possible with the member societies.

EXAMPLES OF SPECIFIC PROJECTS

Specific projects initiated by the Associated Country Women of the World include, in addition to those already mentioned: an Asian exchange scheme; a Fijian study tour of New Zealand; an international seminar on " the place of rural women's organizations in their country's development — past, present, and future ", held at Kandy, Ceylon, in July 1957; a regional Seminar for Arab countries on " Nutrition and Village Industries and the Role of Non-Governmental Organizations ", held in Beirut, Lebanon, in September 1964; a South-East Asia Seminar on " Practical Nutrition for Village Families " held in Kuching, Sarawak, in August 1964, and an international education project in Ireland in September 1965.

Many projects are also carried out by national affiliates, often assisted by the Associated Country Women of the World. Typical examples of these projects are: the African Homecraft Clubs of the Federated Women's Institutes of Rhodesia; the Basutoland Homemakers Training Programme in homecraft and mothercraft, organized in co-operation with UNICEF; the organization of literacy and citizenship courses in Uganda; the establishment of a national programme of education in home economics in which the National Association of Women's Institutes of Malaya is co-operating; the setting up of two industrial training centres in West Bengal, India, and in Ceylon; the organization of two projects under the Freedom-from-Hunger Campaign, by the National Federation of Women's Institutes of England, Wales and the Channel Islands, namely, the establishment of a farm institute in Uganda and of a trading store in Bechuanaland; and the provision of travel and study grants to students from different countries.

HOW ASSISTANCE IS PROVIDED

Every individual member has access to the resources available to the Associated Country Women of the World and its affiliates. Scholarships and gift coupon projects are normally limited to countries where there are affiliates; educational projects, organized in connexion with conferences of the Associated Country Women of the World, include observers from other countries. Grants have been made available and programmes worked out for women from some countries where there are not, as yet, any national affiliates. These national affiliates present projects and nominate candidates for scholarships; the appropriate conference or committee of the Associated Country Women of the World considers, and decides upon these recommendations.

Catholic International Union for Social Services

EXAMPLES OF SPECIFIC PROJECTS

Training courses

Since 1958, organizations of Catholic women workers have collaborated in the training of African women (especially in the Congo) by sending women advisers from other regions to assist them in their efforts for advancement in all spheres — religious, domestic, educational, social and political. Small groups of African women have met regularly to discuss the problems of their daily life (relations between spouses, education of children, housekeeping and contacts with other women in the area), and to try to reach conclusions as to the attitudes they should take, the changes required by a new kind of social life, and the demands made on women by modern living conditions. The advisers do not try to prescribe what should be done, but rather to help with the discussion, to answer questions, and to assist in the formulation of certain programmes, always taking into account the needs felt by the African women themselves and brought to light in the course of the discussions.

If requested, courses in cooking, hygiene and infant and child care are organized, sometimes in collaboration with social centres which have definite programmes for training women as wives and homemakers. More advanced training is contemplated for African women who have already substantially benefited from a complete course in a social centre. These women can assume greater responsibilities in the leadership of local groups and, on the regional level, would be able to direct the women's movement. Such training would include special courses and discussion groups.

International Alliance of Women

At its 1961 Congress, the International Alliance of Women called on its national affiliates to intensify their activities aimed at: establishing personal contacts with people from other countries by inviting groups of women to their own countries on exchange visits; by holding seminars on subjects relating to the advancement of women; by organizing study courses, exhibitions and hospitality committees to take care of visitors from abroad; investigating all possibilities as to the scholarships, seminars and other facilities offered by the United Nations and its specialized agencies and approaching their Governments so as to enable women to make full use of such possibilities.

EXAMPLES OF SPECIFIC PROJECTS

Seminars

An example of a seminar organized by the International Alliance, together with its Danish affiliate, is the one held in 1962 on the topic " Women's Social and Economic Status in the Changing Pattern of Family and Community ". Participants from Africa, Asia and the Near East attended this Seminar, which lasted one month. Assistance for the Seminar were given by UNESCO and by the Danish National Board on Technical Co-operation with Developing Countries.

Study tours

The International Alliance has also benefited from the UNESCO " Study Tour Scheme for Women Adult Education Leaders ". In 1962, for example, three members of national affiliates in Nepal, Kenya and Sierra Leone were given travel grants for a three to four months' study tour in the Scandinavian countries, United Kingdom, France and Switzerland. The International Alliance has found such studies to be helpful, both for the sponsoring societies who are thereby enabled to acquaint themselves with the problems of women in the developing countries, and for the affiliates of which the holders of grants are members who can apply the experience gained to their work to raise the status of women in their own countries.

International Council of Jewish Women

The International Council of Jewish Women, an international non-governmental organization with twenty-two affiliates throughout the world, seeks to promote equal rights for all people.

EXAMPLES OF SPECIFIC PROJECTS

Training programmes

Many national affiliates of the International Council have established training programmes. The National Council of Jewish Women of the United States for example has both a volunteer and a professional training programme. Under the first, top leaders from affiliated Councils are brought to the United States for a four-month training period; through visits to Sections of varying size and activity, the trainees are guided to a better understanding of volunteer participation. Under the second programme, professionals are given the opportunity of two years' graduate study in social work and education, with the requirement that they must serve in their own countries for three years after completing such studies. In Canada, the National Council of Jewish Women offers fellowships to Canadian women for post-graduate studies in the field of geriatrics. The affiliate in Israel offers scholarships to qualified elementary school teachers to encourage them to upgrade their training. The National Council of Jewish Women in Mexico provides scholarships for women students at the University of Mexico. The Bombay Jewish Women's League is conducting home and industrial classes for women and a lecture series on health and social problems.

Conferences

The International Council organized recently in São Paolo, Brazil, a regional conference for members of national affiliates throughout South America. The Conference was also attended by members of non-Jewish organizations. One of the important decisions of the Conference was the initiation of the Hospitality and Training Exchange Programme. The purpose of this programme is to provide home hospitality and a period of training to a member of any Latin American affiliate wishing to study a particular project. The offer is extended upon request to members of any Latin American welfare agency. The Conference also decided that professional training would be provided for volunteer workers.

International Council of Women

FORMS OF ASSISTANCE OFFERED AND EXAMPLES OF SPECIFIC PROJECTS

Assistance to women has been and can be offered by the International Council of Women in three different ways: (*a*) international and regional action by the Council as a whole; (*b*) action by affiliated National Councils of the industrialized countries; and (*c*) action by affiliated National Councils of the developing countries.

(*a*) *International and Regional Action*

The International Council organizes regional seminars and meetings, often in conjunction with a seminar of the United Nations, UNESCO, or UNICEF. For example, during the seminar on " Human Rights in Developing Countries ", held in Dakar, Senegal, in February 1966, representatives of National Councils of countries of the region met to discuss problems relating to the status of women in developing countries. With the assistance of UNESCO, the International Council of Women organized a seminar in July 1962 at Yaoundé, Cameroon, on " The Role of Non-Governmental Organizations in the Modern World ". This Seminar discussed the types of action that could be undertaken by non-governmental organizations and the possibilities of adapting them to the needs of African countries. Also in collaboration with UNESCO, the International Council organized in 1960 at Istanbul a seminar within the framework of UNESCO's " East-West Major Project for the Mutual Appreciation of Eastern and Western Cultural Values ". An outcome of this meeting was the " Twinning Project ", under which a National Council in a developing country selects a Council in an industrialized country as its twin, in order to establish closer relations, and develop an exchange of information and assistance. At present there are some fifteen Twinned National Councils.

The Centre of National Councils of Europe, recently presented to the Council of Europe, meeting in Strasbourg two papers on topics considered to be of importance for the advancement of women in Europe, namely " Problems of the Consumer " and " The Active Population ". In Latin America, the " Centro Americano " of Councils of the Americas is contributing to literacy campaigns, and in particular, to the production of reading and other materials for the newly literate adult. The Australian Council of Women organized in September 1964, a Seminar for Councils of South-East Asia and the West Pacific on the theme: " The responsibility of women in the decade of development ".

(*b*) *Action by affiliated national councils of the industrialised countries*

The activities of the National Councils in the industrialized countries are directed towards: (*i*) the advancement of women in the country concerned and (*ii*) the advancement of women in developing countries.

Within the first group of activities, National Councils are interested in changes in legislation affecting the status of women and prepares studies and surveys aimed at effecting such changes. In France, for example, the National Council submitted comments on a number of points relating to the new legislation on property rights and matrimonial regimes. The Italian National Council made a detailed study of family law in Italy and proposed certain reforms.

A number of National Councils have established regular patterns of consultation and co-operation with national and local authorities. The National Council of the United States, for example, is represented on the Federal Committees established to consider Civil Rights and the Status of Women and has been particularly concerned with the present campaign for the universal application of civil rights.

Some National Councils have established special committees to work on particular questions of concern to women. In France, for example, at the request of the Ministry of Labour, a committee on women's work made a study showing how the effects of professional retraining and vocational guidance would create new job opportunities for women.

National Councils are working in many different fields to advance the status of women. The National Council of Canada, for example, in co-operation with the Department of Immigration and Citizenship, is organizing activities to draw women into responsible participation in the life and problems of their communities, particularly in towns where " new Canadians " are numerous.

Activities aimed at assisting women in the developing countries are mostly directed to their training by establishing local educational institutions and co-operating with training centres that already exist, or by organizing meetings for participants from the developing countries. In some cases, scholarships are also granted to women from the developing countries to further their education.

In Denmark, a fund-raising campaign for assistance to developing countries was launched in 1962. The Danish Women's Organizations recognizing the importance of community development programmes for women, took steps to have an amount set aside for the establishment of a Training Centre for Women in Africa. Assistance was recently offered to a country in Africa which has adopted an extensive community development programme, comprising work especially intended for the advancement of women. Twenty to thirty women will receive training at the Centre in home economics, hygiene, child-care, and community development techniques. Women trained there will later be employed in regional training centres for local workers and women leaders.

In Israel, the National Council co-operates with the International Centre for Training Services which maintains courses for women from the newer States in Asia and Africa on such subjects as the role of women in a developing society, rural community development, home economics, training of community leaders, kindergarten teaching, and home industries. The National Council assists in preparing the programme and in arranging home hospitality and tours for students.

In the United States of America, the National Council of Women established in 1961 six scholarships for secondary school education of girls in Nigeria. In 1963, the American Women's Association (affiliated to the International Council) made a grant for the establishment of four additional scholarships for girls to be given for four successive years in Uganda.

(c) *Action by affiliated national councils of the developing countries*

National Councils of the developing countries act as an important channel to bring the strength of traditional cultures to bear upon the social problems accompanying change. By so doing, the Councils of the developing countries help the advancement of women and their adjustment to a changing society in a number of fields.

Combatting illiteracy is a fundamental activity of many Councils. One example may be found in Iran, where the High Council of Women's Association created an important voluntary sector of the national campaign against illiteracy; the High Council has also set up vocational schools for girls and women in both urban and rural areas. A number of Councils recently participated in the preliminary enquiry conducted by UNESCO in their countries on methods found effective in the campaign against illiteracy. Most National Councils or affiliated bodies of the developing countries, organize in addition to literacy courses, courses on topics of direct interest to women: in Niger, for example, the Union of Women (affiliated to the International Council of Women) holds courses in literacy, home economics, hygiene and child-care in Niamey, and plans to organize similar courses in sections across the country. In order to assist African wives to " keep pace " with the very rapid advance of their husbands, the Kenya Women's Society is organizing in Nairobi " Good Hostess " courses for wives of officers in training and other courses in modern living in different parts of the country. Vocational schools for girls have been established in a number of cases: in Southern Rhodesia, for example, the Bulawayo Branch of the National Council started an experimental vocational school which has a curriculum aimed largely at improving the pupil's general standard of education and level of literacy.

Community development is the main concern of some National Councils. In Thailand, for example, the National Council's " Trock Pilot Project " is espcially interested in this field and has started an experiment in community development where its staff and sometimes volunteer women teach rural women handicrafts for their own use, or for sale.

Handicrafts and instruction in their production and sale is an activity of a number of National Councils, since it bears a real relation to the advancement of women, particularly in rural areas. The National Council of Kenya, for example, set up in 1962, a Home Industries Committee to investigate the possibilities of promoting cottage industries (ranging from beekeeping to screen-printing on fabric) and to develop various traditional arts and crafts of a local character.

National meetings, regional seminars and international conferences are often organized on topics of interest to women in the developing countries. The National Council of Women's Societies of Nigeria, for example, held a three-day conference in May 1965 on the role of women in the development of Nigerian economy.

International Council on Jewish Social and Welfare Services

The International Council on Jewish Social and Welfare Services represents a grouping of voluntary agencies which has worked internationally for many years on behalf of Jewish populations in Europe, North Africa, South America, Iran and Israel. One of its member agencies, the American Joint Distribution Committee, has particular responsibility in the field of welfare and relief. Financial and technical assistance and consultative and training services are provided principally by the American Joint Distribution Committee and another member agency, the Organization for Rehabilitation through Training, which specializes in the provision of vocational training services.

The International Council agencies are not directly involved in programmes for the advancement of women in developing countries as such. However, by virtue of their normal services, they have made a considerable contribution to the health, welfare, and education of Jewish and other locally resident children and women in some countries.

EXAMPLES OF SPECIFIC PROJECTS

Programmes carried out in a network of schools, institutions, and services which receive financial and technical assistance are the following:

(*a*) *Basic education* (from 6 years to university level)

(*i*) This is provided through a group of schools belonging to a subventioned body, the *Alliance israélite universelle*, which provides education, primarily intended for Jewish children of the above age group, but also for other children from the local population. Graduates of these schools have continued to university and professional schools. Thirteen thousand girls were registered in these schools in 1963.

(*ii*) Religious schools, which provide religious and secular education from six years through high school. About 2,000 girls were enrolled in these schools in 1963.

(*iii*) Tangiers Seminary, a teachers training institute from which fifteen to twenty teachers graduate each year.

(*b*) *Vocational and professional education*

(*i*) Organization for Rehabilitation through Training Schools. These schools had an enrolment in 1963 of 650 young women who were taking training as dressmakers, hairdressers, laboratory assistants, secretaries, shopwindow designers, etc.

(*ii*) Day-Care Centres (Kindergartens). Over the past decade, in-service training programmes have prepared hundreds of kindergarten teachers, directrices and other personnel required for kindergartens, subsidized by the American Joint Distribution Committee, and now serving 5,000 children. The trainees, who usually live in poverty-stricken and culturally deprived environments generally have had limited elementary education and have not been encouraged to seek careers outside their homes. As teachers they have become a respected group in the community. Their competence has given them status, and has encouraged other young women to seek education and a career.

(*iii*) Nurses and nurses' aides are trained either in local medical installations or in Europe.

(*iv*) Social workers are trained through local in-service programmes by professional welfare consultants of the American Joint Distribution Committee.

(*v*) Training of community leaders. Assistance has been provided for the training of local women to administer programmes for day-care centres and other community health and welfare undertakings. These women have acquired a sense of social responsibility and ability to work co-operatively on community projects. They have broadened their outlook upon the world outside of their normally restricted environments.

International Federation of Business and Professional Women

The International Federation of Business and Professional Women has suggested that its national affiliates explore the possibility of assisting in the development of training opportunities for business and professional women in the developing countries. It has also urged its affiliates to expand programmes which would encourage greater cooperation between business and professional women of various countries, and has asked that a special committee be appointed in every Federation to arrange for direct exchanges between individual business and professional women for studying home and working conditions in their respective countries.

EXAMPLES OF SPECIFIC PROJECTS

Seminars

An important emphasis of the programme of the International Federation in 1962-65 was the holding of seminars at the local, national and international level. In addition to many local seminars, significant national seminars included: one in Wellington, New Zealand on the topic " Women's Contribution in a Changing Society "; one in Graz, Austria, attended by participants from four countries who discussed the subject " New Programmes for the Advancement of Women "; a seminar on " Women Power " in London, England; a seminar on " The Status of Women under Irish Law " in Dublin, Ireland; and seminars for Scandinavian countries in Copenhagen, Denmark and Stockholm, Sweden on " Women in a Changing Society ".

The three-year programme culminated in a 4-day regional seminar convened by the International Federation in Amsterdam, the Netherlands, in March 1965. Fiftyseven participants from eleven European countries attended. The subjects discussed, under the guidance of various experts, included the work of the United Nations Commission on the Status of Women and the follow-up programmes of its decisions by national federations; a long-term programme for the advancement of women; and changing conditions of women workers. Suggestions were made for action to be taken by national federations and clubs to improve the position of women.

Suggestions aimed at hastening the advancement of women were also submitted to the consideration of the International Federation.

International Federation of Women in Legal Careers

EXAMPLES OF SPECIFIC PROJECTS

The Federation has approved a project for the establishment of committees to welcome and assist women law students from countries in Asia, Africa and Latin America. These committees have been established in all countries where there are national affiliates and members of the Federation.

International Federation of University Women

The International Federation of University Women consists of fifty-one national associations which have equal representation on the executive body of the Federation. All the national associations can, by election, share in the work of the research and administrative committees of the Federation. In addition to co-operating in the international programmes, each national association has its own social, cultural and study programme.

FORMS OF ASSISTANCE OFFERED

Through fellowships and grants for further study, and the Winifred Cullis Fund, which enables assistance to be given for short-term study and special cases, the International Federation of University Women offers opportunities, within its membership, for study abroad, and the chance to observe institutions and methods of work which might be relevant to the fellowship holder's own country.

Many national associations also offer fellowships for research or further study, open sometimes to women from other countries, whether or not there is a national association of university women. A number of national affiliates and individual members are, for example, providing financial assistance for the education of African girls. National associations are also participating in the UNESCO exchange of persons scheme of study tours for women adult education leaders.

With help from UNESCO. national seminars in various aspects of women's education are being planned by national affiliates in India, Turkey and possibly also Lebanon.

The national associations also study problems relating to the educational, social, political, legal and economic status of women. Representations that they have made to the authorities, in co-operation with other non-governmental organizations, have sometimes resulted in measures being taken to improve the status of women. Information they have supplied in response to requests from the Commission on the Status of Women and the specialized agencies has often proved to be helpful to women in countries where action was needed in the matters concerned.

EXAMPLES OF SPECIFIC PROJECTS

An example of a specific project undertaken was the preparation by the Uganda Association of University Women, at the time of a central election in Uganda, of a pamphlet setting out election procedures in very simple fashion. The pamphlet was translated into six regional languages and distributed all over the country, with the assistance of the Uganda Council of Women and other volunteers.

HOW ASSISTANCE IS PROVIDED

An elected committee awards the research fellowships and grants for further study, after considering the applicant's qualifications and proposed field of research or study which the applicants have submitted for approval. Advice and help, and often hospitality, are offered by the members of the Federation residing in the host country.

International Federation of Women Lawyers

FORMS OF ASSISTANCE OFFERED

The International Federation of Women Lawyers has no funds to award scholarships to women but it maintains a Scholarship Facilitation Committee. This Committee assists members throughout the world interested in securing scholarships, fellowships, travel grants and other information on cultural programmes available by advising them where and how they can apply.

Pan-Pacific and South East Asia Women's Asssociation (PPSEAWA)

The PPSEAWA, founded in 1928, is an international agency with a large number of national affiliates in countries at all stages of development. Its current programme, in effect since early 1964, includes: co-operation with United Nations projects; international and regional meetings and programmes; and national programmes.

FORMS OF ASSISTANCE OFFERED

The main activities of PPSEAWA for helping the advancement of women were defined at its international conference held in Tonga in 1964 as follows: (1) the promotion of education, especially of women and of the newly literate; (2) the development of international and national communications, especially through radio and slides " influencing social and cultural patterns and bridging the gap between the literate and the illiterate ", and also between the developed and the developing nations; (3) responsibility for women's share of leadership in International Cooperation Year Programmes, national and local, especially the promotion of " interest and co-operation beyond local circles "; (4) vigilance and action in prevention of all types of discrimination, especially racial discrimination and discrimination on the ground of sex; (5) identification in national political life.

It was also decided that the topic of the 1967 Triennial Conference of the Association would be " Population Problems and Progress ". Study groups are gathering material and finding ways in which they can be effective as individuals or groups in their respective nations.

EXAMPLES OF SPECIFIC PROJECTS

National and individual members of PPSEAWA have been working in a variety of fields relating to the advancement of women in many areas of the world. In New Zealand, for example, active co-operation is continuing between individual members of PPSEAWA and the Maori Women's Association, a member organization. Primary emphasis has been turned from housing to education, with particular reference to the need for higher education of man and women and the need to bring out latent capacity for indigenous leadership. Human Rights Day celebrations in New Zealand each year are the occasion for a gathering with foreign students, in which the Maoris and Pacific Island groups participate actively. In Wellington, the annual celebration of Youth Day on 11 April has been one of PPSEAWA's co-operating programmes in promoting New Zealand's Volunteer Service Abroad, especially in developing countries.

The PPSEAWA group in Fiji is working with the Young Women's Christian Association for compulsory and free primary education.

Australian members are concerned with the well-being of their new immigrants and of the aborigines and are pressing for more planning for the needs of their women and children.

The United States council is mainly interested in assistance to women from the developing countries. For some years, the New York members have been sending radios and other materials to women's clubs in the Pacific Territories. The Washington branch of the PPSEAWA has conducted discussion groups on major problems of greatest concern to women, and has published a booklet entitled " Roots of Progress ". The audiences at such meetings were mostly Asian women who frequently carried on further discussion with larger groups of women of their own nationality.

World Assembly of Youth

The World Assembly of Youth, a co-ordinating body of national youth councils, has adopted the Universal Declaration of Human Rights as the basis for its activities and programmes. Each affiliated National Youth Council also works for the realization of the goals of the Universal Declaration.

FORMS OF ASSISTANCE OFFERED

The World Assembly of Youth has offered most of its assistance to young women's organizations: (*a*) by recommending that, where national organizations of young women exist, they should be invited to join the National Council; and (*b*) by organizing regional seminars for young women. A seminar was held in November 1961 in Istanbul, for example, which dealt with educational problems of young women, the role of young women in changing societies, rights and civic responsibilities of young women, participation in public life, and young women and their families.

Financial assistance is sometimes given by the World Assembly of Youth for the organization of national seminars, such as, for example, the national women's seminar held in Kenya in May 1962.

World Federation of Catholic Young Women and Girls

FORMS OF ASSISTANCE OFFERED

The World Federation of Catholic Young Women and Girls conducts training seminars for young women and girls, and friendship camps, bringing together girls of different nationalities and backgrounds. Every four years a World Congress is held, at which a theme of importance to all members of the Federation is discussed. The Congress held in April 1964, for example, studied " Youth and Christian Solidarity ". The activities of the World Federation include the publication of a magazine, the issuance of directives to affiliated organizations and correspondence centres, the publication and dissemination of studies on the work of children's movements, the encouragement of education in international understanding and the provision of facilities for exchange programmes for young leaders.

EXAMPLES OF SPECIFIC PROJECTS

Seminars

In 1961, the World Federation, in collaboration with the World Union of Catholic Women's Organizations, and with the assistance of UNESCO, conducted a basic seminar and several secondary seminars for some hundred young African women leaders. Three regional seminars, also held in collaboration with the World Union, were recently conducted for women youth leaders from Latin America. All these seminars emphasized leadership training, training in community development techniques, and the tasks of education in the social, civic and political development of the young women who will be the leaders of tomorrow.

In August 1965, an inter-African meeting of Christian women was held in Yaoundé, Cameroon, with the collaboration of the World Union of Catholic Women's Organizations, the World Federation of Catholic Young Women and Girls and the International Catholic Girls' Society. The main topics discussed were: " The responsibilities of the girl in life ", " The responsibilities of women in married life ", " The education of children today ", and " The social, civic and international responsibilities of women ".

Leadership Training Courses

The World Federation has started an intensive programme to assist young women and girls in India. A meeting held in Bombay in December 1964 studied the situation of young girls in India and the possibilities for action by groups of young people. As a first step towards a larger project for the future, a regional study session is planned for December 1966 in Mangalore, and it is expected that this meeting will take the form of a leadership training course. A project for building a hostel for young girls in university and teacher training programmes at Madurai has been initiated by the Diocesan Council of Catholic Action. Besides being a university residence, the hostel will serve as a centre for the organization of leadership courses, among others. The annual worldwide project for 31 May of all the organizations affiliated to the World Federation has been dedicated in 1966 to contributing to this project by buying the land for the hostel. A centre is planned at Usilampatti which will be a pilot centre, the first of its kind aimed at helping young girls in rural areas. Mexican experts of the World Federation will be working in Usilampatti for the setting up of the centre, which is expected to be the basis for a long-range project of guidance in the rural milieu and in the small villages.

World Union of Catholic Women's Organizations

FORMS OF ASSISTANCE OFFERED

The World Union of Catholic Women's Organizations is primarily interested in the education of adult women, and aims at making them aware of their responsibilities for advancement in economic, social, cultural, civic and moral fields both as individuals and as members of a group.

The World Union carries out its activities primarily through the organization of seminars, study tours and training courses; through the establishment of regional bodies, enabling the parent organization to adapt its programmes realistically to different regions; through participation in the study tour programmes of UNESCO for the training of adult education leaders; and through the activities of its national affiliates.

EXAMPLES OF SPECIFIC PROJECTS

Seminars

National and regional seminars have been held in most regions of the world. Three seminars were organized in Nigeria in 1965, for example, to discuss such topics as " The role of women in the church and society of today ", " The status of women; its influence "; " The responsibilities of women : social, economic, civic, religious and international responsibilities; " " Training for leadership ".

In Latin America a series of regional seminars organized by the World Union resulted in the setting up of cadres of women for adult education and community development. By the beginning of 1965, one hundred and thirty women and girls from all over Latin America had benefited from training. Early in 1966 a regional seminar for Central America was organized in Panama at the invitation of UNESCO. The topic discussed was: " The Education of Catholic Leaders of Women's Organizations and International Understanding ". During the seminar participants heard about the work of some of the specialized agencies, especially the ILO UNESCO, FAO and WHO and also of UNICEF. A practical demonstration was given of some of the techniques used in adult education, and a Community Pilot Project was visited.

Establishment of Regional Bodies

Regional commissions of the World Union of Catholic Women's Organizations have been set up in Africa, Europe, and, most recently, in Latin America. They study problems of common concern to women in countries in the region.

ACTIVITIES OF NATIONAL AFFILIATES

The national affiliates are, in general, concerned with lessening, as rapidly as possible, the handicaps affecting women in education and culture. A large number are concerned with literacy campaigns for women. In many countries, for example, regular courses have been organized which, besides reading, writing and basic arithmetic, provide basic training in a number of other fields, such as hygiene, child care, dietetics, family and civic education, and languages. In many cases, the courses are addressed not only to members of the organization, but also to women belonging to other religious denominations.

National affiliates frequently carry out surveys, particularly at the request of international organizations, and guide their particular work with a view to meeting the needs revealed in such surveys. In India, for example, an institute for social service was established in Mangalore, which includes a technical school for girls, a clinic, classes in braille for the blind, and a kindergarten. This institute enrols Catholic, Protestant, Hindu, and Moslem students.

In many cases, national affiliates provide their members with practical information on the means of applying the instructions given by international experts in the educational, cultural, agricultural and professional fields. In Madagascar, for example, it was found that in 1964 a very useful campaign to educate public opinion was carried out to encourage the maximum school attendance of children. In Mexico, courses in nutrition, hygiene and agriculture were organized in close co-operation with experts from the FAO; in Spain, in several countries in Africa, and in the Philippines, vocational training courses have been given.

Different branches of national affiliates in the developed countries have frequently assisted under-developed countries through scholarships, the sending of equipment or donations. Several examples may be quoted: the Austrian Catholic Women gave important contributions to various projects in Korea; the national federation of Italy is helping in Kenya with the establishment of a social centre, including a nursery, a maternity hospital and a kindergarten; Catholic women in the United States have given assistance, including financial aid, to refugees from a number of countries; they have also organized courses on vocational guidance; besides this assistance, considerable sums have been given every year to some 30 clinics, hospitals and child care centres established in 29 underdeveloped countries and territories.

World Young Women's Christian Association

FORMS OF ASSISTANCE OFFERED

The World Young Women's Christian Association extends assistance to its members and the community at various levels: local, national and international. The patterns of assistance vary according to needs and local or national conditions.

Members of the organization are called on to participate in the leadership of the movement, to shape the policy according to aims set out in their national constitutions and to the principles laid down in the World Young Women's Christian Association's constitution, and to accept financial responsibility for the support of local, national and international activities.

Opportunities for leadership training for professional staff and volunteers have been developed at all levels. Educational facilities and such community services as hostels, cafeterias, restaurants, holiday camps, clubs and libraries have also been developed.

Social responsibility is encouraged by appropriate committees through the study of social, economic and international affairs; such study often leads to representations being made to legislative bodies or local authorities on such issues as peace and disarmament, atomic radiation, education, racial discrimination, housing, equal pay for equal work, social welfare, migrants, refugees and support of United Nations programmes and action.

The contributions of the World Young Women's Christian Association to the advancement of women are made in accordance with the statement on the concerns of women and girls issued by the World Council in 1959, and the memorandum on YWCA responsibility for education prepared by the Executive Committee in 1962.

Examples of the types of assistance given include:

(*a*) (*i*) studies on the status of women and on youth education often undertaken in response to requests by the United Nations, UNESCO, ILO, FAO and UNICEF;

(*ii*) studies on particular aspects of work carried out by the YWCA, such as literacy, language teaching, citizenship education, coeducation, early school leavers, work with small children, urbanisation, leisure, and women and girls in the world of work.

(*b*) *Conferences, consultations and seminars held under the auspices of the World Young Women's Christian Association.* Subjects discussed at these conferences and consultations have included: the responsibility for education in Africa; teaching about the concerns of women and girls, and the impact of secondary education on young people; work with youth in Asia, the Caribbean area, North America and Latin America; adult education; responsibility for vocational training in the Mediterranean area; the contribution of the YWCA to language teaching; the programme of the United Nations in technical co-operation and the implications of the United Nations Development Decade for the World Young Women's Christian Association programme.

(*c*) *Community development programmes.* The role of women in community development has been promoted for a number of years and the subject has recently been studied at World Young Women's Christian Association conferences in Jamaica and Malaysia.

(*d*) The Mutual Service Programme represents the World Young Women's Christian Association's own system of technical co-operation. Under this programme, which is administered by a Standing Committee:

(*i*) scholarships and fellowships are granted to Young Women's Christian Association leaders for training and leadership development;

(*ii*) advisory secretaries are sent, at the request of National Associations in developing areas, to assist in extending the Young Women's Christian Association movement, strengthening the administration, programming and establishing relations with other community organizations;

(*iii*) leadership training conferences are organized (*e.g.* in Africa a Young Women's Christian Association Meeting for Young Adults followed the All-Africa Christian Youth Assembly held in Nairobi in 1963);

(*iv*) grants and expert help are allocated for new buildings, extension and renovation.

(*e*) A two year survey (with the assistance of a special consultant) on the role and place of international service in the YWCA has resulted in the setting up of an advisory service for the exchange of volunteers, students, young staff members, retired staff, and specialists. This programme enables voluntary personnel from abroad to aid in the extension of YWCA work in developing countries.

(*f*) *Migration.* A migration conference devoted to the topic of women and girls migrating for economic reasons was held in Geneva in 1963 for Young Women's Christian Association leaders, leaders of voluntary agencies and interested women's organizations.

(*g*) *Leadership training programmes:*

(*i*) occasional short-term courses at Leadership Training Institutes under World YWCA sponsorship or international institutes organized by national YWCAs with the co-operation of the World YWCA;

(*ii*) regular training schemes of three months' duration for groups of four to six leaders, especially in social and international matters;

(*iii*) the cost of travel to and attendance at United Nations and UNESCO seminars, or conferences, organized by other voluntary agencies, may be borne by the World Young Women's Christian Association or shared with National Associations. Often such attendance is combined with a study tour;

(*iv*) visits to National Associations are arranged for the staff, Executive Committee members and specialists to give advice on programmes and participation in local or regional conferences and training courses;

(*v*) individual study tours are arranged by the organization under the Mutual Service Scheme;

(*iv*) attendance at World Young Women's Christian Association conferences, seminars, consultations (of which there are three to six major meetings each year).

(*h*) *Vocational guidance and training programmes:*

(*i*) in most countries the Young Women's Christian Association has carried out various schemes of vocational training, ranging from short-term courses to three-year schools recognized by the Governments. In recent years, in view of new openings for women, the programme of many local and national associations has had to be reconsidered and transformed; new projects and experiments have been started according to needs; requests for experts in technical training received and met;

(*ii*) the World Young Women's Christian Association has initiated or supported a number of vocational training courses and projects on education and nutrition, some of them in the framework of the Freedom-from-Hunger Campaign, which have been carried out by national or local associations;

(*iii*) the World Young Women's Christian Association has published a pamphlet on "Vocational Information and Guidance";

(*iv*) a regional Consultation on Vocational Training was held in Beirut in 1963. The programme included the exchange of information and vocational training projects in the Middle East and comparison of programme methods; the study of projects in relation to the economic development of the area; the study of ways of improving the projects; and a special study of the question of the teaching staff.

(*v*) there is an increased number of requests for financial and technical help in setting up residential vocational training schools, for expert help in developing new openings for girls, and for schemes for school drop-outs.

(*i*) *Publications.* Publications of the World Young Women's Christian Association are issued regularly (*e.g. World YWCA Monthly, International and Social Newsletter*, the *YWCA in Action*). Through such publications all Associations are kept informed of the work of the United Nations Commission on the Status of Women, of the activities of the International Labour Organisation, UNESCO, and of resolutions of the Economic and Social Council and the General Assembly relating to the status of women.

EXAMPLES OF SPECIFIC PROJECTS

The Australian YWCA has been co-operating with the Government in relation to some educational projects for school children from the Trust Territory of Nauru. The Department of Territories of the Australian Government provides scholarships for Nauruan school children who have reached the necessary standard to continue secondary and further education in Australia. In August 1963, the YWCA of Australia was requested to provide assistance in this programme by making arrangements to take care of the students during their school holidays. The Australian YWCA organized a number of activities for the Nauruan school children, including a Schoolgirls' Camp in May 1964 at Shepparton, Victoria. A special Play Day was arranged for all girls at the camp to join with aboriginal children. In September 1964, the Nauruan girls attended a Cadet Leadership Camp with YCWA Volunteer Leaders at Seaford YWCA Holiday House. The Nauruan Council requested a special report on the leadership potentialities of the girls.

HOW ASSISTANCE IS PROVIDED

On the local and national level, assistance is made available through regular activities and channels of the Association. On an international level all requests for assistance to national or local Young Women's Christian Associations are dealt with by a Standing Committee on Mutual Service on which a number of giving and receiving associations are represented. The World Young Women's Christian Association does not promote extension of its work to new countries until it is invited to do so by a group of women from the country concerned.

Special projects not within the scope of the Mutual Service Programme, such as vocational training experiments, the building of extension and new hostels, education on nutrition and the provision of day nurseries, are supported by outside funds. They may be initiated by the World YWCA on a national level, or nationally with the co-operation of the world movement.

As a rule, the Young Women's Christian Association does not offer assistance outside its own programme of work and leadership training, but many women get their first training in or through the Association and then leave to serve other agencies or their Governments. Co-operation with other women's organizations, voluntary agencies for social welfare and youth organizations is favoured.

REGISTER

Catholic International Education Office

The Catholic International Education Office brings together the entities which, on the national level, represent Catholic education in their countries. It has affiliates in seventy-six countries in Europe, the Americas, Africa, the Near and Middle East and Asia and the Far East. The affiliates act as co-ordinating centres, representing the interests of Catholic schools before Governments and government agencies; they also help Catholic schools with respect, to pedagogical and technical problems. In order to assist the work of the Catholic International Education Office at the international level, regional secretariats have been established.

FORMS OF ASSISTANCE OFFERED

The regional secretariat for the Near and Middle East has been examining the possibilities of mutual aid to achieve better education. Committees have been established on teaching techniques, pedagogy, teaching materials and para-scholastic activities. The regional secretariat is also concerned with such matters as the training of teaching personnel and the provision of scholarships.

In Africa the projects undertaken are, in general, aimed at developing the many girls' schools which already exist. The regional secretariat for Africa has established a department of research to study methodology, africanization and adaptation of curricula. The research is based upon studies made by teachers for their personal use; their profound knowledge of the environment and of the subject ensures the scientific and pedagogical value of the studies made.

A new pilot project is under consideration under which a social and cultural centre would be established in a village in the bush to help prevent girls leaving primary school from lapsing into illiteracy. A centre would be established where the girls would meet once or twice a month and, through working together, watching films and listening to lectures, maintain their standard of education, develop an interest in the values of their own culture, and acquire a knowledge and appreciation of other cultures.

International Association of University Professors and Lecturers

The International Association of University Professors and Lecturers includes in its activities various studies and surveys. One study, published in 1961, dealt with the status of university professors and covered discrimination against women professors. An international survey is currently being made on the recruitment of university professors and will examine the question of the access of women to the post of university professor.

International Council of Nurses

FORMS OF ASSISTANCE OFFERED

The activities of the International Council of Nurses are mainly channeled through its member National Nurses' Associations. Assistance, rendered to both male and female nurses, is given in the following forms:

(*a*) Advice and guidance to National Nurses' Associations for the improvement and attainment of high standards of nursing services and nursing education, and for the improvement of salaries and working conditions of nurses;

(*b*) Advice and assistance from the headquarters of the International Council of Nurses and also field work in the country concerned in initiating social and economic welfare programmes; in studying existing problems and suggesting ways of improving existing conditions; and in all matters concerning nursing services, nursing education and development of activities of the National Nurses' Associations;

(*c*) Assistance in carrying out studies of particular problems and in preparing job descriptions. Specialists are provided to help with seminars and study programmes.

Work has been carried out in a number of countries throughout the world. In the sphere of social and economic welfare, it is hoped that a plan of field work, to be undertaken during the next two years, will include some of the countries of the Far East, part of West Africa and the Caribbean area. This programme will include study courses for the nurses in those countries, aimed at assisting them in planning and continuing their own programmes.

International Council of Social Democratic Women

FORMS OF ASSISTANCE OFFERED

The International Council of Social Democratic Women grants scholarships for study abroad to women from developing countries who have shown a capacity for leadership. The subjects of study have included: community development; the methods and work of women's organizations; trade unions; co-operatives; and the social sciences.

Following a conference of women leaders from 27 countries, held in Sweden in August 1963, on the subject of the educational planning in developing countries, the Council established an Advisory Committee on Education of Women in Developing Areas. This Committee has worked to extend the activities of the Council in scope and variety, and is investigating projects to send qualified persons to the developing countries. In 1965 this widening of activities led to the setting up of a Fund for International Co-operation to replace the earlier Scholarship Fund.

HOW ASSISTANCE IS PROVIDED

Scholarships are made available to individuals recommended by local contacts, or other persons acquainted with local conditions, and are given either through the International Council of Social Democratic Women itself, or directly by its national affiliates. They cover the cost of fares, study and hospitality. It has been possible to extend this work by participation in the UNESCO study tours for women adult education leaders.

Through the monthly *Bulletin* of the International Council of Social Democratic Women, information is given about the activities of affiliated organizations and other subjects of interest to women. This publication also gives publicity to the activities of affiliated organizations and other subjects of interest to women, and to the activities of the United Nations and its agencies, especially UNESCO, which are of interest to women in developing countries.

Open Door International

FORMS OF ASSISTANCE OFFERED

The Open Door International considers that the equality of all human beings in the field of professional employment constitutes an essential element in the advancement of women, and that this principle applies for the developed as well as for the developing countries.

While up to now it has not been possible for the Open Door International or its national affiliates to organize regional seminars or to award scholarships, contacts have been established with responsible women or with beneficiaries of scholarships in many countries, especially in the developing countries. Reports, pamphlets and other documentation have been sent to these women, have been placed in libraries and educational institutions attended by women, and have been made available to scholars to assist them in their research work in this field.

World Association of Girl Guides and Girl Scouts

FORMS OF ASSISTANCE OFFERED

A fundamental aspect of the programme of the World Association of Girl Guides and Girl Scouts is training in citizenship, based on a patrol system, which encourages a sense of individual and collective responsibility. Training is given in such vocational fields as homecraft, child welfare, nutrition, hygiene, cooking and simple handicrafts.

While Guiding and Girl Scouting are international in character and their basic tenets, with slight variations, apply all over the world, emphasis is placed on the importance of adapting their programmes to indigenous conditions and placing their leadership in the hands of nationals of the country so that girls can be of real service to the community in which they live as well as make a contribution towards international friendship and understanding.

Activities in many countries form part of the community development programme; for example, many National Guide and Girl Scout Associations have included literacy as part of their own programme. Service projects take many forms: schools are run for slum children, and there are evening classes for adults, with organized leisure time; there are classes in sewing, home nursing, first-aid, home hygiene, dietetics, etc.; there is also participation in various village projects and in the Freedom from Hunger Campaign.

EXAMPLES OF SPECIFIC PROJECTS

Examples of specific projects initiated or contemplated by the World Association to assist the advancement of women in developing countries include the following:

In 1961, a Training Conference for Asian countries in the Philippines and an All-Africa Conference in Uganda; in 1962, a Training Course in Brazil and a Training

Conference in Malaya; in 1964, a Training Course for National Commissioners and key personnel in Nigeria, a Conference on " Mutual Appreciation of Eastern and Western Cultural Values " within UNESCO's Major Project, in New Delhi, and a World Association Course for Trainers in Ireland; in 1965, a Conference in the United States for key personnel on " Methods of Broadening the Reach of Girl Guiding and Girl Scouting to all areas of a country ", and Seminars on Public Relations and Finance in Peru, Brazil and Finland; in 1966, a Community Development Programme for young leaders of the Western Hemisphere, in Mexico, and an All-Western Hemisphere Training Course for Trainers, in the United States; in 1967, a Training Conference for Arabic-speaking countries and a Regional Training Course for National Leaders in East Africa.

How assistance is provided

World Association funds pay for trainers to work in countries with specific needs, and for leaders to attend conferences, seminars and training courses in countries other than their own and to assist countries in organizing these meetings.

UNESCO travel grants to the World Association, acting on behalf of National Organizations, have enabled young leaders to undertake study tours. In 1965, a grantee from Kenya undertook such a tour, with particular emphasis on leadership training, the combatting of illiteracy, and co-operation with other non-governmental organizations with similar aims as the World Association.

Annex III

SUGGESTIONS FOR ADDITIONAL READING

The United Nations and the Status of Women. United Nations Publication, Sales No. 64.I.10.

Civic and Political Education of Women. United Nations Publication, Sales No. 64.IV.7.

United Nations Work for Human Rights. United Nations Publication, Sales No. 65.I.19.

United Nations Programme of Advisory Services in the Field of Human Rights. OPI/18494.

15 Years and 150,000 Skills: An anniversary review of the United Nations Expanded Programme of Technical Assistance. United Nations Publication, Sales No. 65.I.18.

The Expanded Programme of Technical Assistance. United Nations Publication, Sales No. 64.II.H.2.

Target: An Expanding World Economy. A United Nations Special Fund Report 1963.

Impact: A United Nations Special Fund Report 1964.

Progress in Pre-Investment. United Nations Special Fund 1965. United Nations Publication, Sales No. 65.I.25.

Project Guideline No. 1. United Nations document SF/PGL/1.

Report of the Activities of the United Nations Special Fund and the Expanded Programme of Technical Assistance in 1965. DP/L.15 and Addenda 1 and 2.

Report of the Secretary-General on the Technical Assistance Activities of the United Nations. United Nations document E/4016.

Progress Report of the Secretary-General on the United Nations Development Decade. United Nations document E/4033.

Annual Report of the Technical Assistance Board for 1964 to the Technical Assistance Committee. United Nations document E/4021/Rev. 1.

Reports of United Nations Human Rights Seminars on subjects of interest to women:

Seminar on Civic Responsibilities and Increased Participation of Women in Public Life, held in August 1957, in Bangkok, Thailand. United Nations document ST/TAA/HR/1.

Seminar on the Participation of Women in Public Life, held in May 1959, in Bogotá, Colombia. United Nations document ST/TAO/HR/5.

Seminar on the Participation of Women in Public Life, held in December 1960, in Addis-Ababa, Ethiopia. United Nations document ST/TAO/HR/9.

Seminar on the Status of Women in Family Law, held in June-July 1961, in Bucharest, Romania. United Nations document ST/TAO/HR/11.

Seminar on the Status of Women in Family Law, held in May 1962, in Tokyo, Japan. United Nations document ST/TAO/HR/14.

Seminar on the Status of Women in Family Law, held in December 1963, in Bogotá, Colombia. United Nations document ST/TAO/HR/18.

Seminar on the Status of Women in Family Law, held in August 1964, in Lomé, Togo. United Nations document ST/TAO/HR/22.

Seminar on the Participation of Women in Public Life, held in August 1965, in Ulan Bator, Mongolia. United Nations document ST/TAO/HR/24.

Seminar on Human Rights in Developing Countries, held in May 1964, in Kabul, Afghanistan. United Nations document ST/TAO/HR/21.

Seminar on Human Rights in Developing Countries, held in February 1966, in Dakar, Senegal. United Nations document ST/TAO/HR/25.

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